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ABSTRACT

This second volume of an annotated bibliography on transition from school to work focuses on evaluation methodology, efficacy of secondary and transitional services, and related topics. The bibliography's scope includes English-language journal articles, books, and reports, originally published from 1977 through 1987. For each of the 368 entries, the author, title, publication date, publisher, key word descriptors, and an annotation are provided. Documents are organized by entry number, and the entries can be accessed through an author index, key word descriptor index, and title index. A "Project Products Listing," arranged in order by Office of Special Education and Rehabilitative Services (OSERS) competition number, gives bibliographic information for documents that have been contributed by OSERS projects. An "OSERS Project File Listing" supplies the name, address, and telephone number of a contact person for each OSERS project referred to in the bibliography. (JDD)

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Annotated Bibliography on Transition from School to Work

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Volume 2

Lynda N. Leach
Adrienne S. Harmon

EC 201 782

TRANSITION INSTITUTE AT ILLINOIS

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

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Annotated Bibliography on Transition from School to Work

Volume 2

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EC 201782

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PREFACE

The Annotated Bibliography on Transition from School to Work, Volume 2, continues the review of literature pertaining to evaluation methodology, efficacy of secondary and transitional services, and related topics which was begun in Volume 1. Again the intention is to be broad in scope, corresponding to the nature of transition. Coverage is not comprehensive, but rather representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 2 does not duplicate Volume 1, therefore using both volumes will provide a more accurate review of the transition literature.

The organization of Volume 2 is the same as that of Volume 1. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. It is intended that each document citation contain enough bibliographic information to facilitate finding the item through local library services. A "Guide to Entries & Indexes" has been included to help identify key document elements. The "Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number and by a number at the end of the citation that corresponds to the "OSERS Project File Listing," which will facilitate direct contact with the project.

Results from last year's survey of audio-visual products by OSERS projects are included in the "Project Products Listing" at the back of the bibliography. We found that few projects have the time and money to proceed with video production. However, many projects have expressed interest and have future plans to develop videos if time and money allow. Project contributions to this bibliography make these volumes unique and especially useful to others in the field of transition for two reasons: the first is that references to much of this material are not found in any other comprehensive source; the second reason is that project products and material reflect what is going on today in practical efforts to implement transition. We will continue to appreciate and include these valuable contributions from all OSERS projects.

As more national attention is paid to transition in the form of state and federal legislation, model programs, and partnerships with business and industry, the more replete is the literature on this topic. From year one to year two, we have seen the literature grow. We are happy to be a part of this growth with this second volume and hope to contribute to the information sharing and communication within the field of transition.

Lynda Nash Leach
Adrienne Seccia Harmon

GUIDE TO ENTRIES

Entry Number _____ 32.

Author _____ Moon, Sherrill; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).

Date _____

Title/journal/publisher _____ The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.

See Note below for detail ... (Comp. No. 84.158A - OSERS File No. 32)

Descriptors _____ supported employment / job coach / vocational evaluation / job placement / follow-up studies / Virginia / transition models

Annotation _____ This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: In the Appendices, see the Project Products Listing for other material received by OSERS Projects, and the OSERS Project File Listing for contacting project.

GUIDE TO INDEXES

Author/Subject/Title _____

Entry Number _____

Absenteeism - 245
Accommodation - 19, 124, 256, 270, 270, 282, 305, 368, 390
Adaptability skills - 300
Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON TRANSITION

1.
Geletka, James R. (1986).

Projects with industry: Its role in transition. American Rehabilitation, 12(3), 2-5, 14-15.

Projects with Industry / employer involvement / transition model

This article explains Projects with Industry (PWI) and confirms the supposition that PWI holds great potential as an intervention strategy to assist students with disabilities make a successful transition from school to work. Emphasis is made on the importance of employer participation in the transition process and supported work/employment program.

2.
Funk, Robert J. (1986).

Lou Harris reached out and touched the disabled community. Mainstream, 11(2), 17-19.

statistical data / Louis Harris survey / disability rights movement

This article discusses some of the findings of the Louis Harris nationwide telephone survey of disabled Americans conducted in the fall of 1985. To the extent that the report reflects the truth about disabled people in America, it provides support to the disability rights movement and the goals of independence, integration, and freedom of choice.

3.
Lazar, Alfred L.; Demos, George D.; Gaines, Larry; Rogers, David; & Stirnkorb, Mary (1978).

Attitudes of handicapped and nonhandicapped university students on three attitude scales. Rehabilitation Literature, 38(2), 49-52.

attitudes / statistical data

The purpose of the study was to compare the attitudes of nonhandicapped and physically handicapped students on three scales: the Is of Identity (IOI) test, the Preferred Student Characteristic Scales (PSCS), and the ATHI scale. These scales measure social adjustment, desired instructional goals, and attitudes toward handicapped persons on an accepting/rejecting

continuum, respectively. A discussion of the procedures used to administer the tests and a survey of the results are provided.

4.
Wolfensberger, Wolf (1978).

The ideal human service for a societally devalued group. Rehabilitation Literature, 39(1), 15-17.

attitudes / human services

The author attempts to demonstrate how inappropriate, ineffective, or contradictory packaging and presentation of services and programs for devalued groups (e.g., the handicapped, the elderly) negatively influence public attitudes, program funding, hiring practices, and architectural barriers affecting these groups.

5.
D'Alonzo, Bruno J.; & Morri, Allen A. (1985).

VTC: Vocational Training Continuum for working with the disabled. Seattle: Special Child Publications.

vocational training / social skills / job placement / vocational evaluation / curriculum

This Continuum is an organized program of instruction and guidance that enables trainers of the disabled to select and prepare them for occupations and vocations. The acquisition of appropriate vocational and personal-social skills will facilitate and better equip the disabled for the transition from the training environment to meaningful employment in sheltered or competitive settings. The seven modules - vocational training continuum, vocational evaluation, work activity, work adjustment, job training, sheltered employment, and job placement - represent a developmental, sequential, goal-directed series of experiences and activities.

6.
Jacobs, Angeline M.; Larsen, Judith K.; & Smith, Claudette A. (1979).

Handbook for job placement of mentally retarded workers. Cambridge, MA: Academic Guild Publishers.

job placement / vocational training / pre-vocational skills / job analysis

This handbook is designed as a reference manual to be used daily by training and placement personnel in regional, state, and local vocational rehabilitation centers; counselors and teachers in special education programs in public/private schools and in vocational secondary programs; personnel in residential schools or hospitals; and personnel in job retraining programs. The jobs that are profiled are geared toward the mentally retarded individual preparing for independent living and competitive employment. This is a tool for use in placement of the mentally retarded into jobs. It is not a training manual. This edition is a completely reworked and revised edition of the Guide to Jobs for the Mentally Retarded.

7.
Mulick, James A.; & Pueschel, Siegfried M. (1983).

Parent-professional partnerships in developmental disability services. Cambridge, MA: Academic Guild Publishers.

parent involvement / interagency cooperation / human services / individual education program (IEP)

The intention in this book is to discuss the working relationship between professionals and parents in developmental disabilities, to examine some of the circumstances that promote collaboration and trust, and to look seriously at the future of services and collaborative child intervention.

8.
Sitlington, Patricia L.; & Easterday, Joseph R. (1986).

An analysis of employer incentive rankings relative to the employment of retarded persons (Working Paper #85-6). Bloomington, IN: Center for Innovation in Teaching the Handicapped. (Comp. No. 84.158A - OSERS File No. 26)

employer involvement / employer attitudes / community analysis

This paper is one of a series dealing with an analysis of community work environments relative to the employment of the severely handicapped. It presents the results of the segment of the employer interview that focuses on the incentives perceived as most important by employers. The paper reviews briefly previous research involving employers, describes the data collection and analysis process, summarizes the results of this analysis, and draws some basic conclusions.

9.
Payne, James S.; Miller, Allen K.; Hazlett, Robert L.; & Mercer, Cecil D. (1984).

Rehabilitation techniques: Vocational adjustment for the handicapped. New York: Human Sciences Press, Inc.

vocational rehabilitation / rehabilitation counseling / vocational adjustment / vocational evaluation

This book was created and developed on the premise that rehabilitation programs represent, to many handicapped individuals, the link that spans the gap between total dependence and livelihood. It was specifically developed for use as a primary text for introductory courses in rehabilitation. Section I of this book, "Developing Human Resources," discusses rehabilitation, the theories of Riesman, Heath, Maslow, Shostrom, Schein, and Graves regarding human development, and the rehabilitation counselor's job in relation to these theories. Section II, "Vocational Adjustment of the Handicapped," focuses on the practical skills needed for securing and maintaining vocational resources for the handicapped. Section III, "Assessment and Development," describes the research supporting the theories of Graves (Section II) and how the assessment instruments were developed.

10.
New York Area Study Group on Transition (1986).

Reflections on transition: Model programs for youth with disabilities. New York: Center for Advanced Study in Education. (Comp. No. 84.078C - OSERS File No. 109)

transition / vocational training / model programs / learning disabilities / autism / community colleges

This compendium of 10 OSERS-funded transition projects in the New York City area is a result of networking among the 10 groups and their subsequent sharing of information about individual projects. The projects described vary greatly - by project focus, persons served, sponsoring organizations - and offer narratives of what they did, where they succeeded and where they did not, and the steps involved. It is hoped that in this process future project planners and directors will benefit from these efforts and build upon the achievements.

11.
Weatherman, Richard F.; Stevens, Linda J.; & Krantz, Gordon C. (1986).

Passages to career: A framework for transition policy for mildly handicapped young adults. St. Paul, MN: University of Minnesota, Dept. of Vocational & Technical Education and Department of Educational Psychology. (Comp. No. 84.078B - OSERS File No. 88)

policy research / transition / model programs

This document provides a framework for analyzing current policies related to the transition of mildly handicapped young adults from secondary special education through post-secondary vocational education to the workplace and independent living. In Chapter I transition is defined and the ecology of transition is viewed in light of policy analysis and development. Chapter II reports the results of a review of the literature on transition services for mildly handicapped young adults. A number of recent follow-up studies of vocational outcomes are reviewed. Chapter III provides a conceptual framework for examining the process of transition and the last chapter briefly restates the components of the structure for analysis presented in this report. An appendix presents three alternate methods of applying the framework described in Chapter III.

12.
Seidenberg, Pearl L. (1986).

A framework for curriculum development for secondary learning disabled students (Position Paper Series: Document No. 3). Greenvale, NY: Long Island University Transition Project. (Comp. No. 84.078C - OSERS File No. 101)

curriculum / learning disabilities / post-secondary education

The research on learning disabilities (LD) in adolescents and young adults and the findings from research on metacognitive development and its impact on academic learning provide a framework for the design of a secondary curriculum foundation program for the college-bound learning disabled high school student. The research on LD secondary and post-secondary students identifies specific areas of academic need relative to the demands of classroom settings and also characterizes the type of intervention that is most effective in promoting learning for many LD students. At the same time, the work on the development of metacognition, particularly as it relates to learning from text, identifies the critical content variables that have to be considered when designing curriculum for secondary LD students that can enhance their opportunities for success in college settings.

13.
Davis, C. Leonard; Dollahan, Jane; Jacobs, Marge; Jaeger, Arnold; & Marici, Teddi (1986).

A guide for parents of college-bound learning disabled high school students (Position Paper Series: Document No. 7). Greenvale, NY: Long Island University Transition Project. (Comp. No. 84.078C - OSERS File No. 101)

parent involvement / learning disabilities / post-secondary education

An increasing number of two- and four-year colleges and universities throughout the United States are accepting qualified learning disabled students. With the increased emphasis on making college programs available for LD students, parents should participate with their children in the investigation of colleges that offer the facilities and support systems that will enable the learning disabled candidate to achieve success in college. This "Guide for Parents of College-Bound Learning Disabled High School Students" provides a framework for the college selection process.

14.
Seidenberg, Pearl L. (1986).

Curriculum-based assessment procedures for secondary learning disabled students: Student-centered and programmatic implications (Position Paper Series: Document No. 4). Greenvale, NY: Long Island University Transition Project. (Comp. No. 84.078C - OSERS File No. 101)

curriculum / learning disabilities / post-secondary education / transition

Many of the problems encountered by learning disabled high school students in the transition from secondary to post-secondary education settings can be minimized if planning for transition occurs at high school entry. Transition planning for the college-bound learning disabled student needs to include the design of a relevant high school curriculum based on the requisite entry-level skills that have been identified as important for success in college settings. At the same time, curriculum-referenced assessment procedures that focus on these skills need to be developed and implemented in order to link assessment results with instructional planning. The student-centered and programmatic implications of a curriculum-based approach to instructional decision-making for the college-bound LD high school student are described.

15.
Seidenberg, Pearl L. (1986).

Getting the gist: Relating text processing research to reading and writing instruction for learning disabled secondary students (Position Paper Series: Document No. 5). Greenvale, NY: Long Island University Transition Project. (Comp. No. 84.078C - OSERS File No. 101)

curriculum / learning disabilities / text processing

The abilities to comprehend and formulate expository writing are essential for the learning disabled (LD) secondary students' success in secondary and post-secondary education settings. It is proposed that the concepts derived from current theories and research in text processing and the procedures for providing direct instruction outlined in text processing training studies can provide a guide for the improvement of instruction in both reading and writing for LD secondary students.

16.
Tindall, Lloyd W. (1981).

Vocational education models for linking agencies serving the handicapped. Technical assistance report. Madison, WI: University of Wisconsin, Wisconsin Vocational Studies Center. (Sponsoring Agency: Office of Vocational and Adult Education, Washington, D. C.) (ERIC Document Reproduction Service No. ED 218 525)

interagency cooperation / model programs / vocational education

This report describes the technical asssistance provided to the states of New Jersey, Maryland, and Virginia during a project on vocational education models for linking agencies serving the handicapped. Described first are the nature and scope of the project. Covered in a summary of technical assistance provided to New Jersey are the New Jersey Vocational Educational Education model for Linking Agencies Serving the Handicapped, pilot counties, the New Jersey Interagency Linkage Project time line, and assessment of New Jersey implementation activities. Next, various aspects of the Virginia project are discussed, including models for linking agencies serving the handicapped in Virginia, four county/city pilot models, and Virginia's current condition of interagency linkages to improve the vocational education of handicapped persons. In a section on assistance to Maryland, the Maryland vocational education models for linking agencies serving the handicapped are outlined along with the development of a resource manual concerning cooperative planning for the handicapped. Provided in an overview of the resource manual is information on legal mandates, cooperative agreements, relating

state and local services, funding, service delivery at the local level, career and vocational program delivery, monitoring and evaluation.

17.
Goldstein, Marjorie T. (1982).

A regional model to promote linkages to support vocational education for the handicapped. West Orange, NJ: Educational Funding Improvement Center Northeast. (Sponsoring Agency: New Jersey State Dept. of Education, Trenton Division of Vocational Education and Career Preparation.) (ERIC Document Reproduction Service No. ED 223 791)

model programs / interagency cooperation / job placement

This manual describes a regional linkage model developed to bridge the mildly handicapped student's school and post-school job training by using a consortium of local professional personnel (vocational and special educators), representatives of business and industry, and representatives of public and private agencies concerned with work placement of handicapped persons. It first discusses preliminary steps the consortium took, including exploration of ways to create better linkages and examination of obstacles to successful placement of the handicapped and their career-related needs. The next section describes the model that provides for classification of the students by the school and school-based actions in collaboration with parents to facilitate development of vocational/special education programs for mildly handicapped youth. The 19 components of the model are discussed, and the role of the four sectors -- schools, home, social service and rehabilitation agencies, and business and industry -- that share responsibility for that component is also described. A final discussion focuses on some process issues, namely time constraints and participants' commitment to the project, and three issues related to development of the model: schools as initiators of the process, communication dynamics, and the organizational/individual nature of linkage endeavors. Appendixes include a glossary, lists of project participants and advisory committee members, and an abstract.

18.
Healas, Donald V. (1978, May).

Vocational education's role in establishing secondary students in business and industry. Paper presented at the National Conference on Job Creation and Development, Crystal City, VA. (ERIC Document Reproduction Service No. ED 159 328)

vocational education / transition / job placement

Vocational education does not create jobs, but rather is a force in readiness, meeting the demand for workers by the business-industrial complex. At the heart of the process of providing job opportunities to urban youth in Cleveland are the vocational teachers and teacher coordinators who have the primary responsibility for placement and followup. Besides technical advisory committees which, as representatives of the business-industrial complex, assist in opening doors to employment opportunities, various programs have been developed to help students make the transition from school to work: the job placement program, school-to-work linkage program, occupational work experience program, cooperative work experience program, and early job placement. Cooperative work experience programs have been found to be both popular and successful, with 70% of the students remaining with the work experience companies after graduation. Since 69% of students in grades 11 and 12 enroll in vocational education programs, there is some assurance that minority groups, the economically disadvantaged, and the handicapped are involved. Thus, vocational education has achieved some success in assisting youth and adults in the transition from school to work; but in assisting them in establishing themselves as entrepreneurs, it has encountered several barriers: lack of investment capital, lack of business experience, and lack of a well-defined self-concept on the part of the students.. To maintain and ultimately increase the level of cooperation and involvement that vocational education programs have achieved with the community and the business-industrial complex, the programs must continue to communicate with and respond to the world of work.

19.
Brolin, Donn E.; & Kolstoe, Oliver P. (1978).

The career and vocational development of handicapped learners (Information Series No. 135). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (Sponsoring Agency: National Institute of Education, Washington, D. C.) (ERIC Document Reproduction Service No. ED 166 419)

vocational education / curriculum / parent involvement

The state of the art of career education for handicapped persons was reviewed beginning with the events and developments which have aided in the growth of career education for the handicapped since 1971. Specific career education needs of the handicapped were identified, and the concept of career education was clarified. The study examined relevant research on the roles of occupation, citizen, family, and avocation associated with persons who are deaf, hard-of-hearing, blind, partially sighted, crippled, health impaired, mentally retarded, emotionally disturbed, learning disabled, or multi-handicapped. Research conducted to evaluate

the effectiveness of various curricular approaches in this field was also studied. Finally, research in the areas of teaching counseling methods and career assessment, exploration, and preparation for the handicapped was reviewed. The research indicated that only now are school systems beginning to retool and initiate a comprehensive array of services: infusion of total school resources, community participation, and family involvement. Based on past research and reviews of research in progress, ten generalizations were drawn.

20.
Phelps, L. Allen (1986, April).

Transitional programming for special needs youth. Paper presented at the 1985-86 Distinguished Lecture Series on Employment-Related Education and Training for Special Populations. Long Beach, CA: Vocational Education Program, California State University.

transition / evaluation / federal legislation

This paper reviews the historical origins of the transition movement and provides a conceptual framework for examining transition programming and services. Additionally, the paper reviews three federal programs providing transitional services, identifies some effective practices emanating from these programs, and concludes with a series of observations and policy recommendations.

21.
Tindall, Lloyd W.; Gugerty, John J.; Dougherty, Barbara B.; Heffron, Thomas J.; Reschke, LaVonne A.; & Schafer, Lois A. (1986).

Replicating jobs in business and industry for persons with disabilities (Vol. 1). Madison, WI: Vocational Studies Center, School of Education, University of Wisconsin-Madison.

job analysis / job matching / job placement

This publication provides information about jobs performed in business and industry by persons with disabilities. Each job described in this catalog is performed by a specific person who is disabled. Readers should not conclude that such jobs are the only ones that persons with similar disabilities could perform, although these jobs might be replicated for persons with similar disabilities. Each description can be used to stimulate thinking about additional jobs that persons with disabilities could perform. The job descriptions in this publication are cross referenced by disability and job title. Some jobs included in

this publication show that persons with severe disabilities can work full time, receive employment benefits, and achieve vocational independence. The information on each job description in this catalog was provided by employers, employees who are disabled, job placement specialists, and other interested persons.

22.
Natriello, Gary (Ed.) (1986).

School dropouts: Patterns and policies [Special issue]. Teachers College Record, 87(3).

data analysis / educational outcomes / secondary education

This special issue of the Record brings together a set of articles that call attention to a continuing problem in American education, the significant numbers of students who fail to graduate from high school. The articles in this issue cover two general aspects of the dropout phenomenon: the patterns of dropping out evident among American youth and the policies developed and implemented to reduce the incidence of dropping out. Together the articles in this issue present a panorama of the current thinking of researchers and policymakers concerned with the dropout problem in our schools.

23.
Schwamm, Jeffrey B. (1986).

Transitional service centers: From school to work for students with developmental disabilities. Rehabilitation Literature, 47(9-10), 236-239.

Transitional Service Centers (TSC) / Association for Retarded Citizens (ARC) / interagency cooperation

Graduation is a period of "transition" between the security and structure of school and the opportunities and risks of adult life. Successful transition is measured by the quality of a person's employment, residential environment, and social and interpersonal network. A variety of projects throughout the country have been funded by the Administration on Developmental Disabilities (ADD) and the Office of Special Education and Rehabilitative Services (OSERS) to mobilize existing public and private agencies, voluntary organizations, job training and placement resources, the media, and corporate leaders to increase the employability of persons with disabilities. The Association for Retarded Citizens of the United States was funded by the ADD to establish a national system of Transitional Service Centers (TSC) that will ensure appropriate direction and the availability of needed services and programs for students and recent graduates who are mentally

retarded and have entered that period of transition from school to work.

24.
Szymula, Gary; & Schleser, Robert C. 1986.

A reappraisal of vocational evaluation from an ecological systems perspective. Rehabilitation Literature, 47(9-10), 224-229.

vocational evaluation / job analysis / work environment

Vocational evaluation has a foundation in the traditional psychological approach with emphasis on the clinical model. This has resulted in a primary focus on individual issues such as attitude and motivation and has led to the neglect of ecological concerns such as hiring practices or social-economic policies, which may lead to occupational disabilities. This article presents a critical review of vocational evaluation from an ecological systems perspective. The intent will be an integration of both areas leading to a new model of the vocational assessment process. A description of traditional practices of vocational evaluation will be followed by an overview of emerging system approaches. Issues of environmental resources and bias will be discussed along with potential alternatives and systematic tactics for application.

25.
Chadsey-Rusch, Janis; & Hanley-Maxwell, Cheryl (Eds.) (1986).

Enhancing transition from school to the workplace for handicapped youth: Personnel preparation implications. Urbana-Champaign, IL: National Network for Professional Development in Vocational Special Education, University of Illinois, Office of Career Development for Special Populations, College of Education. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Special Education Programs.)

transition / personnel preparation / vocational education / special education

This document includes twelve invited papers that were presented at a series of conferences sponsored by the National Network for Professional Development in Vocational Special Education. It is the intent of this document to improve existing personnel preparation programs and to establish new programs that enhance transition activities for youth with handicaps.

26.
Educational Service Unit #9 (1986).

Developmental training program: Individual educational plan/individual transitional plan. Hastings, NE: Author. (Comp. No. 84.158C - OSERS File No. 37)

individualized transition plans / model programs / special education / rural areas

The curriculum model and implementation procedures outlined in this manual for the Developmental Training Program are the result of three years work in the development and field testing of the model by ESU-DTP staff and teaching personnel. The model and its implementation were necessitated by two significant trends in special education. These trends are first, the current emphasis upon teaching functional skills in the natural environment and second, the need for educational programs to demonstrate measurability, reportability, and accountability. The DTP model is described by primary level and secondary level in the implementation sections of the manual.

27.
Educational Service Unit #9 (1986).

Cooperative vocational program. Curriculum Modules (Volume I/ Volume II). Hastings, NE: Author. (Comp. No. 84.158C - OSERS File No. 37)

curriculum / social skills / model programs / vocational training / rural areas

These two volumes of curriculum modules focus on social and vocational skills the student will need in looking for and maintaining employment. Each of the 14 modules includes rationale, goals, and instruction. The 14 areas of instruction are: (1) personal hygiene, (2) safety, (3) language skills, (4) questioning skills, (5) personal interaction, (6) job maintenance skills, (7) time management, (8) decision making, (9) transportation/map usage, (10) money management, (11) measurement skills, (12) job hunting, (13) career awareness, and (14) interviewing skills. Charts, checklists, and activities are included.

28.
Educational Service Unit #9 (1986).

The cooperative vocational program. Hastings, NE: Author. (Comp. No. 84.158C - OSERS File No. 37)

model programs / rural areas / vocational education / vocational training

The purpose of this handbook is to provide rural school administrators and teaching personnel with information concerning the development and implementation of Educational Service Unit (ESU) #9's vocational service delivery model for handicapped youth. It is suggested that the handbook be used as a resource by educators who are interested in designing a similar type of service delivery plan in their own school district. In the first half of the handbook information is presented concerning topics such as the development and implementation of the vocational model, its purpose and goals, characteristics of the student population, etc. The second half of the handbook includes a collection of sample program tools and procedures used by the secondary resource teachers. The curriculum development process used by ESU #9 teachers to construct their vocational modules is briefly described.

29.
Shell, Duane F.; Horn, Christy A.; & Severs, Mary K. (1986).

We do - they do: A model for practical service program evaluation. Lincoln, NE: Educational Center for Disabled Students, University of Nebraska. (Comp. No. 84.0788 - OSERS File No. 89)

model programs / program evaluation / post-secondary education

The WE DO - THEY DO model was developed to provide an evaluation methodology that can be utilized by service providers to assess ongoing program implementation and outcomes. This paper provides a description of the development of the Model, an overview of Model operation, and examples drawn from the Educational Center for Disabled Students concerning use of this model.

30.
Bolton, Brian (Ed.) (1982).

Vocational adjustment of disabled persons. Baltimore, MD: University Park Press.

vocational adjustment / job placement / vocational training / social skills / behavioral assessment

This book is an introduction to the conceptual issues and service strategies that focus on the vocational preparation of handicapped persons. The volume consists of eleven chapters that address three primary aspects of the vocational adjustment process. The first three chapters establish a conceptual foundation for the

subject by reviewing key areas in the vocational, sociological, and motivational literature. Chapters 4 through 6 are concerned with methods and procedures for assessing the handicapped person's vocational potential, and chapters 7 through 11 outline strategies and techniques for facilitating the vocational adjustment of rehabilitation clients. Vocational Adjustment of Disabled Persons was designed as a companion volume to the earlier Psychosocial Adjustment to Disability (1978).

31.
Bellamy, G. Thomas; Horner, Robert H.; & Inman, Dean P. (1979). Vocational habilitation of severely retarded adults: A direct service technology. Austin, TX: Pro-Ed.

accommodation / vocational training / task analysis / behavioral training strategies

The purpose of this text is to describe the procedures that are currently available for vocational habilitation of severely retarded adults. Although procedural information has been accumulating for the last two decades, little effort has been made to compile this information in a handbook for persons responsible for service delivery. The authors' intent is twofold: to increase the efficiency and success with which vocational services are provided to severely retarded persons and to expedite the extension of habilitation services to these individuals nationwide.

32.
Vandergoot, David; & Worrall, John D. (Eds.) (1979).

Placement in rehabilitation: A career development perspective. Austin, TX: Pro-Ed.

job placement / vocational rehabilitation / vocational evaluation / accommodation / job analysis

This book is intended to provide rehabilitation professionals and students with an overview of placement and career development concepts and practices. It can be used to organize rehabilitation services to better meet the employment needs of people with disabilities.

33.
Power, Paul W. (1984).

A guide to vocational assessment. Baltimore, MD: University Park Press.

vocational evaluation / job placement / vocational rehabilitation

This book presents many approaches and guidelines that enable rehabilitation professionals to integrate assessment into their daily responsibilities. Each chapter is designed to assist professionals not only in acquiring knowledge about evaluation, but also in learning how to apply this understanding to their clients. Each chapter concludes with a case study of a disabled person.

34.
Rusch, Frank R. (Ed.) (1986).

Competitive employment issues and strategies. Baltimore, MD: Paul H. Brookes Publishing Co.

competitive employment / model programs / personnel preparation / parent involvement / social skills

This book has been developed to provide a forum for review of the research in the human services fields that is related to employment services for persons with handicaps. In particular, competitive employment has progressed sufficiently to offer solutions to many of the employment problems encountered by the handicapped. The primary emphasis is on issues and strategies in competitive employment. The strategies presented relate to a new competitive employment model referred to as "supported work" which in turn leads to competitive employment. This text is intended for advanced undergraduate and graduate students, researchers, service providers, and others interested in improving employment opportunities and enhancing quality of life for persons with handicaps.

35.
Azrin, Nathan H.; & Besalel, Victoria A. (1980).

Job club counselor's manual: A behavioral approach to vocational counseling. Austin, TX: Pro-Ed.

job club / vocational counseling / behavioral assessment

This book provides a program for implementing the job club approach to finding employment for handicapped people. It describes a method of job-seeking that has been found to be more than 90% effective in obtaining jobs for varied subpopulations, including normal job seekers, the handicapped, professionals, welfare recipients, youth, and college students. The book offers many printed forms, outlines, sample scripts, and schedules to simplify performance of the standardized activities.

36.
Schalock, Robert L. (1983).

Services for developmentally disabled adults: Development, implementation, and evaluation. Baltimore, MD: University Park Press.

program evaluation / human services / program development / vocational rehabilitation

This book focuses on the major problems an administrator must overcome in planning, implementing, monitoring, and evaluating services for developmentally disabled adults. Topics dealt with are understanding an organization, community attitudes, strategic planning, and implementation of programmatic services. The book concludes with a look at the future in developing a comprehensive service delivery system and suggests that sound rehabilitation, economic, and management principles will improve the measurability, reportability, and accountability of programs.

37.
Parrish, Linda H.; & Kok, Marilyn R. (1985).

Procedures handbook for special needs work-study coordinators. Rockville, MD: Aspen Systems Corporation.

vocational education / work-study programs / pre-vocational skills / social skills

This handbook is intended to be used as a tool for improving individuals' program and professional performance in special education delivery. The purposes in writing this book have been (1) to inform administrators of the program goals, strengths, weaknesses, merits, and advisable methods for work-study programs, (2) to inform work-study coordinators on topics of greatest concern to their program - coordinating employment, laws and regulations, resources, (3) to instruct work-study coordinators on the skills needed to run such a program, and (4) to share work-study coordinators' expertise.

38.
Bailey, Jon S.; Shook, Gerald L.; Iwata, Brian A.; Reid, Dennis H.; & Repp, Alan C. (Eds.) (1968-1985).

Behavior analysis in developmental disabilities. (Journal of Applied Behavior Analysis, Reprint Series, Vol. 1.) New York: Plenum Press.

behavioral assessment / social skills / personnel preparation / vocational training / community integration

This volume contains the most representative studies in research in developmental disabilities which have been published in JABA over the last eighteen years. It is the intent of the editors that this volume will also serve as an authoritative and up-to-date reference source for the increasing numbers of professionals -- special educators, psychologists, occupational and physical therapists, program supervisors -- who provide treatment to developmentally disabled children and adults. The book is organized into nine sections, the first of which is entitled "General Issues in Assessment and Intervention" and is a compilation of articles that trace the historical roots of behavior analysis methodology. The rest of the book is organized by topic area -- "Self-help Skills," "Language and Social Behavior," "Vocational Skills," "Community Survival Skills," "Aggressive and Disruptive Behavior," "Self-Injurious and Stereotyped Behavior," "Behavioral Medicine Applications," and "Staff Training and Management."

39.
Falvey, Mary A. (1986).

Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore, MD: Paul H. Brookes Publishing Co.

community integration / curriculum / vocational evaluation / social skills / vocational training

This book explores the bases for a positive, full community-based instructional program. Issues of assessment, training, and evaluation are emphasized. Discussed are training issues relevant to upgrading community skills, domestic skills, recreation and leisure, vocational ability, motor coordination, communication ability, and functional academic skills. Issues and strategies for teaching both functional skills and age-appropriate skills are presented. Included are sample activities, materials, and tasks for purposes of illustration and also for use as models.

40.
Halpern, Andrew S.; Close, Daniel W.; & Nelson, Debra J. (1986).

On my own: The impact of semi-independent living programs for adults with mental retardation. Baltimore, MD: Paul H. Brookes Publishing Co.

independent living / program evaluation / follow-up studies

The authors have described important trends in the development of independent and semi-independent living services for adults with mental retardation. This book presents an in-depth study and

analysis of the lives of approximately 300 adults with mental retardation who live in more than thirty semi-independent living programs. The findings and perspectives of detailed interviews with these clients and staff prove that the adjustment of adults with mental retardation to community life is quite good, with little evidence of serious problems. The design of this study also includes a six-to-eight month follow-up evaluation of clients and service programs, providing an opportunity for a more prospective analysis of adjustment. The problems of serious levels of unemployment and underemployment, too little active leisure opportunities outside the home, and some service deficiencies are discussed through the perspectives of the clients, staff, and the researchers themselves. This book is intended for parents, professionals, and others concerned with developing the full potential of citizens with mental retardation.

41.
DeLoach, Charlene P.; Wilkins, Ronnie D.; & Walker, Guy W. (1983).

Independent living: Philosophy, process, and services. Baltimore, MD: University Park Press.

independent living / model programs / social skills / human services

This book introduces independent living as an academic discipline. It discusses the philosophy behind the independent living movement as well as the practical issues that are important to the service provider. It encompasses all types of disabilities affecting persons from childhood to old age, and relates these disabilities to the services required to maintain these people at their maximum level of functioning within their own communities.

42.
Valletutti, Peter J.; & Bender, Michael (1982).

Teaching interpersonal and community living skills: A curriculum model for handicapped adolescents and adults. Baltimore, MD: University Park Press.

social skills / curriculum / community integration

Valletutti and Bender's book provides a model for teaching interpersonal and community living skills to handicapped adolescents and adults. It is written and organized from a sociological and functional perspective and features curriculum objectives, model instruction plans, relevant illustrations, instructional resources, and the dimensions of the learning task. It emphasizes those skills pertinent to the individual in his role as worker, consumer, resident, citizen, learner, and participant in leisure activities.

43.
Bolton, Brian (Ed.) (1987).

Handbook of measurement and evaluation in rehabilitation (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

vocational evaluation / vocational rehabilitation / personnel preparation

This second edition was designed for use by practitioners whose primary function is to translate the results of client assessment into an effective program of rehabilitation services. The major objective of the handbook is two-fold: to serve as a textbook for preparing rehabilitation counselors to understand the results of psychological and vocational evaluations, and to use the information as a basis for program planning with clients. Secondary purposes are to serve as a source book for specialists who conduct psychological and vocational evaluations of persons with disabilities, and as a reference volume for researchers who design projects to evaluate the efficacy of rehabilitation service programs.

44.
Kanfer, Frederick H.; & Goldstein, Arnold P. (Eds.) (1986).

Helping people change: A textbook of methods (3rd ed.). New York: Pergamon Press.

behavioral training strategies / behavioral assessment / psychosocial adjustment

This third edition provides an overview of current methods of behavior change. Each chapter is written by a recognized expert and presents a set of procedures emphasizing the techniques of a given approach. Brief introductions to theory and conceptualization are followed by presentation of methods and illustrations from actual experiences of the author(s) or from published sources.

45.
Rusch, Frank R. (1986).

Supported work: An introduction. Interchange, 7(1), 1-6.

supported work / model programs / personnel preparation / vocational rehabilitation

The purpose of this article is to introduce supported work. Supported work is a relatively new term and relates to the use of new, improved "best practices" that have been shown to be

effective in efforts to employ competitively persons with severe disabilities. Supported work embraces contemporary ideology that conflicts with current efforts to "provide services" without consideration to the social value of those services. The first section of this paper concentrates on what is new and different about supported work; the second section provides an overview of the characteristics of the supported-work approach, the target populations that have been exposed to supported work programs offered by a local provider in Illinois, and the staffing and funding patterns that have been used by the Illinois program. The final section of this paper offers recommendations for personnel preparation.

46.
Wircenski, Jerry L. (1982).

Employability skills for the special needs learner: An integrated program of reading, math, and daily living skills. Rockville, MD: Aspen Publishers, Inc.

social skills / vocational training / job placement / curriculum

The five units in this curriculum manual are designed to assist the classroom teacher in the delivery of employability skills to special needs learners and to aid these students in a successful transition from school to work. This manual can be used with students who are enrolled in prevocational, vocational, cooperative work-study, or career education programs at the middle school and secondary school levels. All materials are designed for students who have displayed deficiencies or who lack knowledge in the understanding of those factors necessary for employment. The accompanying reading and mathematics activities are written for students who are below grade level in these two basic skills and are geared for use in both large and individualized instructional settings. It is intended that these lessons will help special needs learners to develop the socialization, communication, financial management, values clarification, and job procurement and retention skills necessary for their successful entry into the world of work.

47.
Walker, Hill M.; McConnell, Scott; Holmes, Deborah; Todis, Bonnie; Walker, Jackie; & Golden, Nancy (1983).

The Walker social skills curriculum: The ACCEPTS program. Austin, TX: Pro-Ed.

ACCEPTS / curriculum / social skills / personnel preparation

This curriculum manual is designed to teach critically important teacher and peer-to-peer social-behavioral competencies essential for a successful adjustment to the behavioral demands of mainstream settings. The major goal of the ACCEPTS curriculum is to prepare handicapped children to enter and perform satisfactorily within less restrictive settings. A secondary goal is to teach directly skills that facilitate classroom adjustment and contribute to peer acceptance. Teachers in special education and regular classrooms are viewed as the primary consumers of this curriculum. The ACCEPTS curriculum uses a direct instructional and competency-based approach to teaching social skills. Twenty-eight skills grouped into five major content areas are taught. The areas are (1) classroom skills, (2) basic interaction skills, (3) getting along, (4) making friends, and (5) coping skills.

48.
Meers, Gary D. (1980).

Handbook of special vocational needs education. Rockville, MD: Aspen Systems Corporation.

vocational education / program evaluation / personnel preparation / federal legislation / curriculum / work-study programs

This book was written for three reasons: (1) to fill the void that currently existed in the literature dealing with special needs programming, (2) to provide an information base from which teachers, administrators, parents, advocates, and any other involved individuals can make well-informed decisions concerning programming for special needs students, and (3) to assist special needs students in progressing along a career pathway. There are three main sections in the book. Section I deals with the foundation of special vocational needs programs. Section II serves as the base for program development implementation. Section III contains information about program evaluation, administration, and personnel needed by special needs students. Appendices and a glossary are included.

49.
Weisgerber, Robert A.; Dahl, Peter R.; & Appleby, Judith A. (1981).

Training the handicapped for productive employment. Rockville, MD: Aspen Systems Corporation.

vocational training / job placement / interagency cooperation / individualized education program (IEP)

The purpose of this book is to enlarge the perspectives of those who have an opportunity to help shape the lives of the handicapped

in relevant vocational preparation and successful entry into an occupation for which they are qualified. The book begins with a review of various disability categories and their characteristics as a background for understanding. It proceeds with chapters on an analysis of the human system, a review of the mandated federal programs, the critical need for coordination between vocational education and the business community, the importance of job placement, the integration of the employee into the work force, alternatives for accommodation, and modification of training in the business setting so that special needs of handicapped persons are met. Appendices include further illustrative materials.

50.
Miller, Sidney R.; & Schloss, Patrick J. (1982).

Career-vocational education for handicapped youth. Rockville, MD: Aspen Systems Corporation.

vocational education / behavioral assessment / career guidance / secondary education

This book addresses career and vocational education within the context of human development, including motivation, values development, and adolescent sexuality, and proposes program implications and practices. It describes practical classroom instructional/intervention strategies that are based on concepts and data from the current professional and research literature. Also discussed is the interrelationship among the handicapped adolescent, the school, outside support agencies, and the employer. The authors describe exemplary programs for secondary-aged handicapped youth. The book concludes with a chapter on a futures orientation to vocational education for handicapped adolescents and with a glossary of terms.

51.
Wodrich, David L.; & Joy, James E. (1986).

Multidisciplinary assessment of children with learning disabilities and mental retardation. Baltimore, MD: Paul H. Brookes Publishing Co.

multidisciplinary assessment / child development

This book is designed to encourage and guide multidisciplinary assessment of children with learning disabilities or mental retardation by providing the most essential information that one set of professionals needs to work with another. Possessing this information, diagnosticians from all disciplines can better coordinate assessment efforts and ultimately produce more effective treatment plans.

52.
Schloss, Patrick J.; & Schloss, Cynthia N. (1985).

Strategies for teaching handicapped adolescents: A handbook for secondary level educators. Austin, TX: Pro-Ed.

vocational education / secondary education / curriculum / special education

This volume was developed to contribute to the resources of secondary special education personnel. Critical elements of service delivery for handicapped youth are reflected in the chapter titles - functional academic skill competencies in the areas of language, reading, and mathematics; competencies evaluated in the GED; behavior management approaches; specific competencies developed in vocational and independent living programs; and procedures for coordinating services among ancillary personnel. The forms, inventories, and protocols provided in this volume are based on empirically validated learning principles. The constructs underlying these materials emphasize the importance of direct experiences leading to successful performance. The ultimate criterion for learner success is defined as improved performance in community-based leisure, vocational, and residential settings.

53.
Halpern, Andrew S.; & Fuhrer, Marcus J. (Eds.) (1984).

Functional assessment in rehabilitation. Baltimore, MD: Paul H. Brookes Publishing Co.

functional assessment / vocational rehabilitation / social skills / psychiatrically disabled

This book presents a selective review and analysis of work that has been done in the United States on functional assessment in rehabilitation. The chapters provide (1) a complete historical overview, (2) several topical reviews within the field, (3) a sample of specific research efforts, and (4) an analysis from the perspective of the client being evaluated. The contributing authors have emphasized the applicability of functional assessment to identifying patient needs, choosing service interventions, monitoring responses to treatment, and evaluating outcomes for individuals or for groups submitted to a particular service regimen. (The intended readers of this book include policy makers, program planners and evaluators, service providers, and researchers.)

54.
Salzberg, Charles L.; Stowitschek, Joseph J.; & Lignugaris-Kraft, Benjamin (n.d.).

Assistance at work. Logan, UT: Outreach and Development. Exceptional Child Center. Utah State University.

social skills / vocational training / curriculum

This module has been designed to teach work-related social skills to handicapped individuals. The two skills presented are (1) seeking assistance from others and (2) giving assistance to others. The module is based on the three following assumptions: (1) Workshop clients should be taught appropriate vocational-social skills to be competitively employed; (2) Social skill training at work should take place during regular work activities; and (3) Additional teaching may be necessary when workers are placed in new job situations to ensure that their social skills will carry over to the new job.

55.
McConaughy, E. Kathryn; Salzberg, Charles L.; Lignugaris-Kraft, Benjamin; & Stowitschek, Joseph J. (n.d.).

Criticism at work. Logan, UT: Outreach and Development. Exceptional Child Center. Utah State University.

social skills / vocational training / curriculum

The goal of vocational-social training is to teach social skills needed at work. This module is concerned with responding to supervisory criticism. The two skills needed by the worker are (1) to acknowledge the critical remark and (2) to correct the behavior. The following three assumptions form the basis of the module: (1) Workshop clients must be taught appropriate vocational-social skills to be competitively employed; (2) Vocational-social skill training should take place during regular work activities; and (3) Additional teaching will be necessary when workers are placed in new job situations to ensure that the vocational-social behaviors will carry over to the new job.

56.
Lignugaris-Kraft, Benjamin; Salzberg, Charles L.; & Stowitschek, Joseph J. (n.d.).

Instructions at work. Logan, UT: Outreach and Development. Exceptional Child Center. Utah State University.

social skills / vocational training / curriculum

This module is designed to teach two important skills to the handicapped worker: (1) following instructions, and (2) clarifying instructions. It is based upon the following three assumptions: (1) Workshop clients must be taught appropriate vocational-social skills to be competitively employed; (2) Social skill training at work should take place during regular work activities; and (3) Additional teaching is necessary when workers are placed in new job situations to ensure that the social skills taught will carry over to a new job.

57.
Scheiber, Barbara; & Talpers, Jeanne (1985).

Campus access for learning disabled students: A comprehensive guide. Washington, DC: Closer Look, The Parents' Campaign for Handicapped & Youth.

post-secondary education / accommodation

This book was written to help learning disabled students achieve success in post-secondary education and to help campuses make accessibility possible. The first chapters define and explain learning disabilities and describe the diagnostic processes used to determine the specific disabilities. The subsequent chapters discuss post-secondary options; how to select an appropriate one; and how to achieve campus access through academic advising, accommodations, study skills, and person adjustment. The last chapter gives suggestions for starting post-secondary programs for the learning diasabled.

58.
Gardner, James F.; Long, Linda; Nichols, Roann; & Iagulli, Diane M. (1980).

Program issues in developmental disabilities: A resource manual for surveyors and reviewers. Baltimore, MD: Paul H. Brookes Publishing Co.

human services / model programs / normalization / individualized education programs (IEP) / Intermediate Care Facilities for the Mentally Retarded (ICFs/MR)

This resource manual has been developed for state surveyors and independent professonal reviewers who, in accordance with federal regulations, must monitor Intermediate Care Facilities for the Mentally Retarded (ICFs/MR). The purpose of this manual is to provide these professionals with information and knowledge about the programmatic issues involved in providing active treatment in ICFs/MR. It stresses the positive, highlighting programs and practices which indicate that a facility is providing active

treatment. Specific examples of program practices are provided throughout.

59.
Riccio, James A.; & Price, Marilyn L. (1984).

A transitional employment strategy for the mentally retarded. The final STETS implementation report. New York: Manpower Demonstration Research.

Structured Training & Employment Transitional Services (STETS) / transition / competitive employment

The subject of this report is the implementation of a transitional employment strategy (STETS) designed to help young, mentally retarded adults become competitively employed. The STETS program was managed by several different types of agencies in five cities. Each site was part of a major research effort focusing on (1) implementation, (2) impact, and (3) benefits and costs. The lessons described in this report provide a guide to others -- program operators, public officials and the business community -- who become involved in similar initiatives. [The next report (Entry No. 60) will determine whether the particular mix of jobs and services provided by the program improved the employment, earnings, and independence of participants after they had left the program, and will compare the economic benefits and costs of the program.]

60.
Kerachsky, Stuart; Thornton, Craig; Bloomenthal, Anne; Maynard, Rebecca; & Stephens, Susan (1985).

Impacts of transitional employment for mentally retarded young adults: Results of the STETS demonstration. New York: Manpower Demonstration Research Corporation.

Structured Training & Employment Transitional Services (STETS) / transition / competitive employment

This is the final report of the STETS project, which was a major experiment testing the feasibility, cost, and effectiveness of a transitional employment program for mentally retarded young adults. It presents findings for a group of over 400 experimentals and a matched control group members at 6, 15, and 22 months after enrollment. It also contains a benefit-cost analysis. These findings offer an optimistic approach in STETS. Although transitional employment should only be one option within the mix of services available to the mentally retarded, its importance can be judged by the report's findings: (1) Participants were substantially more likely than their control counterparts to be

working in competitive employment; and (2) Especially for the moderately retarded, STETS provided an effective strategy for job placement. [See also Entry No. 59]

61.
Chadsey-Rusch, Janis; & Levy, Merle (Eds.) (1987).

Project director's second annual meeting. Conference procedings. Washington, DC. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

transition / Secondary Transition Intervention Effectiveness Institute

This document overviews the proceedings from the second of five meetings sponsored by Special Education Programs, Office of Special Education and Rehabilitative Services, U. S. Department of Education. These meetings were organized by the Secondary Transition Intervention Effectiveness Institute, College of Education, University of Illinois at Urbana-Champaign. The meeting was held October 9-10, 1986 in Washington, DC. The purpose of the meeting was (a) to provide an update of the Institute's programs, (b) to discuss how participants could receive technical assistance, and (c) to provide an opportunity for project directors to disseminate information and interact with one another.

62.
Leach, Lynda Nash; & Harmon, Adrienne Seccia (1986).

Annotated bibliography on transition from school to work (Vol. 1). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

transition / literature review

One of the objectives of the Secondary Transition Intervention Effectiveness Institute is to review annually and synthesize literature pertaining to evaluation methodology, the efficacy of secondary and transitional services, and related topics. This compilation is the first of five volumes and seeks to represent a broad range of topics concerned with transition and evaluation. The intent of this bibliography is twofold: (a) to assist those professionals in the field in locating a wide variety of material

on particular topics germane to transition and evaluation; and (b) to facilitate communication and information sharing among those who are involved in similar types of activities.

63.
Harnisch, Delwyn L.; Lichtenstein, Stephen J.; & Langford, James B. (1986).

Digest on youth in transition. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

transition / independent living / educational outcomes / employment outcomes

This document is the first in a series of annual descriptions of data examining the educational, employment, and independent living outcomes attained by handicapped youth as they exit school and enter the work force. This digest represents analyses conducted with two major data sources. Each year additional analyses will be performed to consider the current information and emerging trends in longitudinal data bases.

64.
Chadsey-Rusch, Janis; Hanley-Maxwell, Cheryl; Phelps, L. Allen; & Rusch, Frank R. (1986).

School-to-work transition issues and models. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

transition models / special education / community integration / work environment / job placement / supported work / social skills

This volume represents a collection of papers that relate to school-to-work transition issues and models. Three of the papers introduce issues, and one discusses a popular, emerging model for preparing persons for employment.

65.
Linn, Robert; & DeStefano, Lizanne (1986).

Review of student assessment instruments and practices in use in the Secondary/Transition Project. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring

Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

transition / program evaluation / research synthesis

The purpose of this research study was to determine the current status of instrumentation and practices of student assessment in programs dealing with the transition of special education students from school to work or post-secondary education and to determine areas where current practice was not able to meet the changing demands on transition services. Based on the findings from this study, a plan of research to upgrade assessment practices was to be developed.

66.
Phelps, L. Allen; Decoteau, J. Patrick; Frasier, James; Lichtenstein, Stephen; Markward, Martha; Ramsey, Sherry; Thomas, Roosevelt; & Violas, Patricia (1986).

Compendium of project profiles. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

model programs / transition / Secondary Transition Intervention Effectiveness Institute

The compendium describes the current status of 105 demonstration projects that have been funded by the U. S. Department of Education, Office of Special Education and Rehabilitative Services as part of the Transition Institute. The project profiles are designed to provide comprehensive and current information describing the following: target audiences, program purposes, current activities, evaluation, products, cooperating agencies, and organizations. The profiles highlight and summarize the development of the model programs through the 1985-86 school year and are intended to provide the essential information regarding the current status of each model demonstration project. The compendium is organized into eight major sections -- one for each of the different funding competitions that occurred in 1984 and 1985.

67.
Heal, Laird W.; Haney, Janell I.; Bamman, Vicki; & Phelps, L. Allen (1986).

First annual monograph: Meta-analysis evaluation group. Champaign, IL: Secondary Transition Intervention Effectiveness

Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

research methodology / program evaluation / meta-analysis

This publication is the first annual monograph of the Meta-Analysis Group at the Transition Institute at the University of Illinois. Its purpose is to summarize the group's first year's objectives and accomplishments. The information is divided into several sections: presentation of the meta-analysis plan, a brief literature review, several presentations of empirical information, and a description of the research plan for Year 2.

68.
Rusch, Frank R.; McNair, Jeff; & DeStefano, Lizanne (1986).

School-to-work research needs. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

transition / program evaluation / research synthesis

Providing appropriate special education and transitional services relies to a great extent on identifying solutions to problems involved in the planning and delivery of these services. Although existing research has identified various problems that confront rehabilitation, vocational, and special education personnel, more specific information is needed that clearly defines the breadth of the problems facing researchers' efforts to identify and improve rehabilitation and educational interventions. This investigation identified these problem areas. The first study identified 25 questions of general concern; the second study prioritized these questions according to the input of selected researchers, model program developers, and administrators in rehabilitation, vocational, and special education. These questions are considered from a systems perspective, and the overall results are analyzed in relation to how the 25 questions intercorrelated. Finally, each of the respondent groups were invited to provide questions and identify issues that could be addressed by the Transition Institute.

69.
Stake, Robert E. (1986).

Issues in research on evaluation: Improving the study of transition programs for adolescents with handicaps. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

program evaluation / model programs / transition

These papers examine the issues that arose when a collection of federally funded projects, namely the Office of Special Education and Rehabilitative Services (OSERS) transition/post-secondary projects, were obligated by federal initiative to improve the amount, quality, and use of evaluation data gathered by the projects. The following is a historical/political account of the inception of the OSERS evaluation initiative. Such matters as the discrepancies between federal and local values and purposes of program evaluation are taken up in the individual papers. The abiding concern is the identification of areas where research is necessary to understand and close gaps between these two evaluation stakeholders.

70.
Harnisch, Delwyn L.; Chaplin, Carolyn C.; Fisher, Adrian T.; & Tu, Jho-Ju. (1986).

Transition literature review on educational, employment, and independent living outcomes. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC)

literature review / transition / independent living / educational outcomes / employment outcomes

This publication provides a review of documents that focus on education, employment, and independent living outcomes across ten handicapping conditions, including those students considered to be disadvantaged. Both published and unpublished literature materials have been included in this examination for review. Systematic information was gathered from each of the selected documents, and a data base system was developed to process all of the review notes. This review represents a first-year look at approximately 100 documents. Future documents in this annual product will contain updates to this data base system with an ongoing annotated bibliography available to the user community.

71.
Hanley-Maxwell, Cheryl; & Chadsey-Rusch, Janis (Eds.) (1986).

Conference proceedings from: Enhancing transition from school to the workplace for handicapped youth: The role of vocational rehabilitation, Des Moines, Iowa (Conference Proceedings Document: 4). Champaign, IL: University of Illinois, College of Education, Office of Career Development for Special Populations (OCDSP), National Network for Professional Development in Vocational Special

Education. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC)

vocational rehabilitation / transition / personnel preparation

The goal of this document is to present the proceedings and discussions from the conference, "Enhancing Transition from School to the Workplace for Handicapped Youth: The Role of Vocational Rehabilitation," Des Moines, IA, October 2-3, 1985. The purposes of the conference were twofold: (a) to describe the role of vocational rehabilitation in facilitating the transition process, and (b) to discuss the personnel preparation implications as they relate to this role.

72.
Smoot, Kay E.; Schutz, Richard P.; Violas, Pat; & Frongillo, Mary (1986).

Illinois directory of vocational education special needs personnel. Champaign, IL: University of Illinois, Office of Career Development for Special Populations, Leadership Development Program in Vocational Special Needs Education. (Sponsoring Agencies: Illinois Department of Adult, Vocational and Technical Education and the U. S. Department of Education)

vocational education special needs personnel / Illinois

This directory was compiled for the purpose of enhancing communication and networking among professionals involved in the provision of vocational instruction to youth and adults with special needs. This directory includes listings of the Education for Employment Technical Assistance Teams, the Education for Employment Planning Grant Directors, and vocational education special needs personnel throughout the State. In addition, the directory provides the following information regarding vocational education special needs personnel: (1) job title; (2) name of educational agency; (3) complete address and telephone; (4) type of special needs students served; (5) type of vocational instruction provided; and (6) type of support service available to students with special needs.

73.
Rappaport, Julian (1977).

Community psychology: Values, research, and action. New York: Holt, Rinehart and Winston.

community psychology / human services

This book is intended to provide a framework for new directions in community psychology as well as a framework for continual reexamination and change in programs and services.

74.
Brolin, Donn E.; & Kokaska, Charles J. (1979).

Career education for handicapped children and youth. Columbus, OH: Charles E. Merrill Publishing Co.

vocational education / curriculum / social skills/ individualized education program (IEP)

This book is written for all persons concerned with the career development of handicapped individuals and is a text for use by university educators in regular and special education, vocational education, guidance and counseling, psychology, and rehabilitation. Career education is presented as a whole life process composed of a sequence of planned learning activities which prepare individuals for varied life roles. Chapter One presents some major historical events that have influenced this country's provisions for individuals with handicaps. Chapter Two presents salient information about a number of handicapping conditions. Chapter Three outlines the case for career education and why it is needed throughout the country for all students. The proposed curriculum model focuses on 22 career development competencies and 102 subcompetencies. School, family, and community and four stages of career development are discussed in relation to their contributions in helping students acquire the competencies.

75.
Smith-Davis, Judy; Burke, Philip J.; & Noel, Margaret M. (1984).

Personnel to educate the handicapped in America: Supply and demand from a programmatic viewpoint. College Park, MD: Institute for the Study of Exceptional Children and Youth, Department of Special Education, College of Education, University of Maryland.

personnel preparation / special education

This national survey was undertaken to determine manpower levels in special education and to try to identify and examine the issues and problems in manpower supply and demand. Some topics included are preservice programming, shortages of personnel, teacher ratios, inservice training, and impact of P.L. 94-142 and federal funding.

76.
Glass, Gene V. (Ed.) (1976).

Evaluation studies review annual (Vol. 1). Beverly Hills, CA: Sage Publications.

program evaluation / research synthesis

This first volume in an annual series provides an anthology of recent essays and studies in evaluation. A broad range of empirical and theoretical, narrative and statistical studies are described. It provides a survey of the latest and best in evaluation methods and theories as of 1976.

77.
Louis Harris and Associates, Inc. (1986).

The ICD survey of disabled Americans: Bringing disabled Americans into the mainstream: A nationwide survey of 1,000 disabled people. New York: Author.

statistical data / attitudes / barriers / adjustment to disability / employment outcomes / social skills

Louis Harris and Associates has conducted the first major national study of the attitudes and experiences of disabled persons, and the first nationwide survey to ask disabled people about their self-perceptions, how their lives have changed in the past decade, what their experiences have been with employment, education, social life, and what they think must be done to increase their participation in the mainstream of society. The results of the survey will help to inform and guide policymakers and rehabilitation professionals in their efforts to improve the quality of life for disabled Americans.

78.
Fry, Ronald (Ed.) (1986).

Second national forum on issues in vocational assessment: The issues papers. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education & Human Services, University of Wisconsin-Stout.

vocational evaluation / transition / vocational training

This volume is a compilation of the papers presented at the Second National Forum on Issues in Vocational Assessment in Dallas, Texas, March 12-15, 1986. The purpose of the conference was to provide a forum for the rapid changes and developments in the field of vocational assessment and to share these ideas and

information with not only rehabilitation personnel, but also with professionals from special education, guidance and counseling, vocational education, and psychology.

79.
U. S. Department of Labor, Employment and Training Administration (1977).

Dictionary of occupational titles (4th ed.). Washington, DC: Author.

job placement / job analysis / job matching

DOT focuses on occupational classifications and definitions/ descriptions for over 20,000 occupations and covers nearly all jobs in the U. S. economy. It is especially designed as a job placement tool to facilitate matching job requirements and worker skills.

80.
American Association on Mental Deficiency (1983).

A selected bibliography: Individual program plans. Washington, DC: Author.

individualized education program (IEP) / literature review

This is one of five selected bibliographies published by the AAMD dealing with major subject areas of mental retardation and developmental disabilities.

81.
American Association on Mental Deficiency (1983).

A selected bibliography: Dual diagnosis. Washington, DC: Author.

dual diagnosis / literature review

This is one of five selected bibliographies published by the AAMD dealing with major subject areas of mental retardation and developmental disabilities.

82.
American Association on Mental Deficiency (1983).

A selected bibliography: Assuring legal rights. Washington, DC: Author.

legal rights / literature review

This is one of five selected bibliographies published by the AAMD dealing with major subject areas of mental retardation and developmental disabilities.

83.
American Association on Mental Deficiency (1983).

A selected bibliography: Adaptive behavior. Washington, DC: Author.

adaptive behavior / literature review

This is one of five selected bibliographies published by the AAMD dealing with major subject areas of mental retardation and developmental disabilities.

84.
American Association on Mental Deficiency (1983).

A selected bibliography: Least restrictive alternative. Washington, DC: Author.

least restrictive alternative / literature review

This is one of five selected bibliographies published by the AAMD dealing with major subject areas of mental retardation and developmental disabilities.

85.
Roessler, Rick; & Bolton, Brian (1984).

Vocational rehabilitation of individuals with employability skill deficits: Problems and recommendations. Fayetteville, AR: Arkansas Research and Training Center on Vocational Rehabilitation, Arkansas Rehabilitation Services, University of Arkansas.

vocational rehabilitation / follow-up studies / job placement

The purpose of this monograph is to report the result of intensive vocationally oriented interviews with 57 former rehabilitation clients with employability skill deficits. The authors review the findings and problems as a basis for a series of recommendations regarding job seeking, employability, and career development services.

86.
Rutgers University. The State University of New Jersey. Bureau of Economic Research (1985).

Analysis of costs and benefits in rehabilitation. Final report. New Brunswick, NJ: Author.

vocational rehabilitation / cost-effectiveness

The purpose of this report, which was prepared for the Office of Program, Budget and Evaluation of the U. S. Department of Education, was to suggest alternatives to the present methods of calculating benefits and costs to the joint federal-state program. The first of four parts examines the tradition of cost benefit analysis in this program and basic foundations of the method in welfare economics. It then reviews pertinent cost benefit models and develops a new model. Part II looks at the R-300 data, the basic data source for the program, and Part III reports on what states are collecting and how they are using these data. The chapters in Part IV use an augmented state data base and show how better measures of services and of desirability states are possible. In the concluding chapter alternatives are set forth, with a preference for an experimental design utilizing vouchers so that no applicant need be denied services.

87.
Hanley-Maxwell, Cheryl; & Chadsey-Rusch, Janis (1986).

Enhancing transition from school to the workplace for handicapped youth: Summary of mini-conferences. Champaign, IL: University of Illinois, College of Education, Office of Career Development for Special Populations, National Network for Professional Development in Vocational Special Education. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services)

transition / vocational education special needs personnel / interagency cooperation

This document describes the twenty mini-conferences sponsored by the National Network for Professional Development in Vocational Special Education. The funding of the mini-conferences was to serve as a vehicle for beginning or expanding networking among regional, state, and/or local personnel from a variety of disciplines for the following purposes: (1) to share, discuss, and plan ways to facilitate transition from school to work; and (2) to discuss and plan future inservice or preservice efforts and activities that would improve the transition process. It is intended that this document will provide a basis for individuals or organizations interested in pursuing a similar endeavor.

88.
Chadsey-Rusch, Janis (1986).

National Network for Professional Development in Vocational Special Education: Final report (OEG 0083-03678). Champaign, IL: University of Illinois, College of Education, Office of Career Development for Special Populations. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services)

transition / vocational education special needs personnel

The primary purpose of the National Network for Professional Development in Vocational Special Education was to train and update teacher educators and SEA personnel regarding current and emerging trends in vocational special education, particularly as it related to improving the transition from school to the workplace for handicapped youth. In order to accomplish this purpose, the NNP established five objectives: (1) to produce and disseminate four newsletters per year, (2) to conduct five national working conferences, (3) to gather and disseminate information via SpecialNet, (4) to establish six regional networks, and (5) to establish twenty mini-conferences on the topic of transition from school to work. This final report of the project is organized around each objective.

89.
Evans, Deborah Marinello (n.d.).

Perceptions of Illinois preservice vocational education teachers regarding the instruction of special needs students: Executive summary. Champaign, IL: University of Illinois, College of Education, Office of Career Development for Special Populations.

attitudes / vocational education special needs personnel / vocational education / Illinois

This study was undertaken in response to the growing concerns among educators, parents, and members of society about the quality of the preparation of teachers who work with special needs students. The following perceptions of the future teachers were examined: (1) their performance abilities and confidence levels pertaining to simulated mainstreaming activities, (2) the adequacy of their teaching preparation for working with special needs students, and (3) areas of preservice preparation which could be enhanced with additional emphasis. Concurrently, the study investigated three major research questions in light of lack of substantive data regarding the approaches taken by teacher education institutions to comply with state legislation -- they are: (1) How are preservice vocational teacher education programs in selected state universities in Illinois meeting state

certification requirements as directed by Section 21-2a of the Illinois School Code?, (2) How do Illinois preservice vocational education teachers perceive their performance abilities, confidence levels, and adequacy of preparation for working with special needs students?, and (3) In what areas do preservice vocational teachers perceive a need for additional training with regard to the instruction of special needs students?

90.
Health Resource Center, American Council on Education (1986).

National directory of transition specialists. Washington, DC: Author.

transition (specialists) directory

This directory, organized by state, identifies the persons responsible for coordinating and/or overseeing transition initiatives in the state agencies of education and vocational rehabilitation.

91.
Sweet, Mark; Shiraga, Betsy; Ford, Alison; Nisbet, Jan; Graff, Stacy; & Loomis, Ruth (1982).

Vocational training: Are ecological strategies applicable for severely multihandicapped students? Madison, WI: University of Wisconsin and Madison Metropolitan School District. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education, Division of Personnel Preparation, Washington, DC - Grant #G008102099) (ERIC Document Reproduction Service No. ED 242 153)

vocational training / community integration / job placement

The paper describes vocational education approaches designed to prepare severely handicapped students for nonsheltered, meaningful work. Training is cumulative, beginning with early childhood training and continuing through middle school, high school, and transition stages. Ecological strategies are advocated to match characteristics of non-school training sites (opportunity for interactions, adequate accessibility and space, access to transportation, access to other community resources) to student characteristics. Procedures involved in securing training sites are noted, including making initial contacts with community businesses, writing a training agreement, and maintaining and expanding non-school vocational training sites. Emphasis is placed on the opportunity for longitudinal vocational instruction, individual adaptations to enhance maximum participation, and

systematic vocational instruction. Appended are samples of a student profile, an initial contact form, an information sheet, an initial meeting form, a site evaluation form, a training agreement form, and a parent permission form for community job training placement.

92.
Charles County Board of Education. Office of Special Education. (1981).

Project CAST. La Plata, MD: Author. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Division of Innovation and Development, Program Development Branch, Washington, DC - Grant #G007804955) (ERIC Document Reproduction Service No. ED 242 142)

vocational education / community integration / special education curriculum

The document outlines procedures for implementing Project CAST (Community and School Together), a community-based career education program for secondary special education students in Charles County, Maryland. Initial sections discuss the role of a learning coordinator, (including relevant travel reimbursement and mileage forms) and an overview of project objectives for each of four phases (career awareness, career exploration, career investigation, and on-the-job-training/work study). Project materials and procedures for obtaining them are reviewed. A section on legal issues addresses accidents, medical/health information, transportation, and hazardous occupations. Guidelines for placement of students in the appropriate phase are offered, and step-by-step procedures for implementing each of the phases are detailed. Assessment information focuses on purposes, instruments, requirements, vocational assessments, and reports. A major part of the document is composed of curriculum information and course outlines for units in each phase. The curriculum offers goals and objectives in three areas: independent living skills, basic academic skills, and career development. Extensive examples of project forms include class forms, checklists, permission forms, data and information sheets, and student and teacher evaluation forms. The document concludes with a list of job titles appropriate for CAST participants and examples of types of businesses currently working with the project.

93.
Deans, Beth Buckles; & Guess, Carolyn (1983, April).

Vocational assessment and programming for handicapped students: A team effort in Houston Independent School District. Houston, TX: Houston Independent School District. Paper presented at the

61st Annual International Convention of the Council for Exceptional Children, Detroit, MI. (ERIC Document Reproduction Service No. ED 244 407)

vocational evaluation / secondary education / job placement

The paper describes a vocational program combining assessment and training of handicapped students through a centralized vocational assessment center, parent/student counseling, community survey of occupational opportunities, and curriculum modification and development. Three levels of assessment are conducted (prevocational skills, interests and aptitudes, and work samples). Sample procedures and tests for each level are described. Assessment data are then used to make decisions about vocational alternatives (curriculum options and vocational placement in sheltered workshop, prevocational laboratory, vocational adjustment class, special vocational and regular vocational programs). Specific profiles of students are matched with profiles of vocational alternatives.

94.
Stodden, Robert A. (Ed.) (1981).

Vocational assessment (Policy Paper Series: Document 6). Champaign, IL: University of Illinois, College of Education, Leadership Training Institute/Vocational and Special Education. (Sponsoring Agency: U. S. Department of Education, Office of Special Education, Division of Personnel Preparation, Washington, DC) (ERIC Document Reproduction Service No. ED 205 730)

vocational evaluation / personnel preparation / individualized education program (IEP) / interagency cooperation

This collection of four policy papers on vocational assessment for the handicapped deals with personnel development, interagency coordination, current research and development, and providing individualized assessmemt services. Discussed in the initial paper on program improvement in vocational assessment for the handicapped are federal legislation concerning vocational education for the handicapped, the scope of vocational assessment and vocational evaluation, tools and models for assessment/ evaluation, use of findings, inservice program development and implementation, technical problems of assessment, personnel preparation and selection, and agency coordination. Determining who should do vocational evaluation, identifying tasks necessary to the vocational assessment process, planning inservice training programs for evaluation personnel, and obtaining resources for delivering inservice training are the main issues examined in the second paper. Covered next are various aspects of assessing special education's responses to the career needs of handicapped youth (issues of school-based vocational assessment, establishing a

structural basis for assessment, and facilitating the assessment process). Planning vocational assessment activities within educational settings having an interdisciplinary focus is the subject of the final paper.

95.
Kokaska, Charles J. (Ed.) (1981).

Selected proceedings from the International Conference on Career Development of Handicapped Individuals: Program implementation (Vol. 2). Reston, VA: Council for Exceptional Children, Division on Career Development. (ERIC Document Reproduction Service No. ED 213 244)

vocational education / interagency cooperation / community integration / program development

The document contains 16 papers on program implementation in the career development of the handicapped, and is one of three volumes of selected papers presented at a November, 1981, International Conference on the Career Development of Handicapped Individuals.

96.
Sarkees, Michelle D.; Scott, John L.; & Hill, Joe E. (1981).

Job placement handbook for protected populations. Athens, GA: University of Georgia, College of Education, Division of Vocational Education. (Sponsoring Agency: Georgia Department of Education, Office of Vocational Education, Division of Program Development, Atlanta, GA) (ERIC Document Reproduction Service No. ED 215 133)

job placement / interagency cooperation / vocational education

This guide is designed to provide vocational educators and job placement personnel with assistance and ideas for locating and securing job placement opportunities for individuals from protected populations. (Protected populations include minorities, disadvantaged, handicapped, gifted and talented, linguistically different, migrants, incarcerated, nontraditional placements, and displaced homemakers.) Placement services are defined and their nature discussed. Protected populations are also defined, and relevant legislation is overviewed. Barriers to employment for protected populations are considered with special emphasis on employer concerns. Annotations for some publications dealing with job development then are provided. Other areas covered are responsibilities of school personnel, preparing the student placement profile, matching students with job orders, finding jobs for protected populations, placement options, accommodations for handicapped individuals, need for cooperation, techniques for job

placement personnel, and methods of maintaining job availability. A glossary and list of references are appended.

97.
Brolin, Donn E.; & Carver, James T. (1982).

Lifelong career development for handicapped individuals. Columbia, MO: University of Missouri, College of Education. (Sponsoring Agency: Office of Special Education and Rehabilitative Services, Special Education Programs, Washington, DC) (ERIC Document Reproduction Service No. ED 231 475)

community colleges / program development / career guidance / Lifelong Career Development Model

Designed for individuals interested in implementing career development programs for disabled adults, this report presents information on the Lifelong Career Development (LCD) project and its potential for implementation in the community college. Chapter 1 examines lifelong learning and the career development needs of disabled individuals, presents a competency-based approach to life skills, discusses ways of linking community services, and outlines the role of independent living centers for the handicapped. Chapter 2 focuses on the objectives and activities of the LCD project -- a nationwide effort to identify the career development needs of severely handicapped individuals, to design and implement a career development model for use in community colleges, and to design and field test a staff development training program for providing lifelong career development services. Chapter 3 describes the major components of the LCD program model. A rationale for adding LCD to community college programs is presented in chapter 4, along with 12 suggestions for preparing for implementation of an LCD program. Finally, chapter 5 offers conclusions and recommendations based on the experiences of four mid-western community colleges, several community agencies, and handicapped participants. Appendices include a list of organizations involved with advocacy for the disabled.

98.
Policy Research Center. Council for Exceptional Children (1980).

Policy issues for assuring the delivery of continuing education programs for handicapped persons. Reston, VA: Author. (Sponsoring Agency: Office of Special Education, Washington, DC) (ERIC Document Reproduction Service No. ED 201 136)

continuing education / program development

Policy issues concerned with the provision of continuing education programs to adult handicapped persons are examined. The current availability of only a few continuing education programs is noted, and a definition of continuing education is offered. Specific policy considerations are listed for the three areas of commonality in programming: accessibility, specially designed instruction, and cooperative community planning. Five guiding principles for policy development include: the factor that most differentiates continuing education from elementary and secondary education is the power of the individual to have decison making authority; it is important that handicapped individuals have available to them the wide range of programmatic options that are available to nonhandicapped individuals; and an administrative unit should be created at all levels to advocate and guide the development of a comprehensive program. A model of continuing education charting curricular areas against service progression is offered.

99.
Burrell, Lewis P.; & Talarico, Robert L. (1981).

Project Employability: Home/school/work handbook. Dover, OH: East Central Ohio Special Education Regional Resource Center. (Sponsoring Agency: Ohio State Department of Education, Division of Research, Planning, and Evaluation) (ERIC Document Reproduction Service No. ED 215 525)

transition / Project Employability / parent involvement

The handbook, fifth in a series from Project Employability (Ohio), provides an information source for helping educable and trainable mentally retarded high school students bridge the gap between school and the world of work. Chapter 1 reviews Project Employability in terms of background, goals and objectives, program products, program development, and effectiveness. Chapter 2 addresses job opportunities, while Chapter 3 discusses effective occupational education programs and provides direction to parents of young children. Chapter 4 offers support resources for the handicapped. The fifth chapter looks at job maintenance. Legal rights and requirements are the topic of Chapter 6. A final chapter considered the role and function of parents, the work-study coordinator, teacher, supervisor, and employer. Chapters 2 through 6 contain self help pre- and posttests as well as illustrative vignettes.

100.
Tindall, Lloyd W.; Gugerty, John; Getzel, Elizabeth Evans; Salin, JoAnn; Wacker, Gabrielle Banick; & Crowley, Carol B. (1982).

Vocational education models for linking agencies serving the handicapped. Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin. (Sponsoring Agency: U. S. Department of Education, Office of Vocational and Adult Education) (ERIC Document Reproduction Service No. ED 218 526)

vocational education / interagency cooperation / model programs / job placement

Three states -- Maryland, New Jersey, and Virginia -- served as model states for a project on vocational education models for linking agencies serving the handicapped. Using a multi-agency team with members representing vocational education, special education, rehabilitation, guidance, and other agencies at the state level, each state developed a state interagency linkage model. The Maryland model for establishing and improving interagency linkages is based on a manual entitled "Cooperative Planning for the Handicapped; Resource Manual." In addition, the Maryland model includes a series of 13 learning modules that provide vocational teachers with training about the educational needs of handicapped students. The following six major areas were addressed by developers of the New Jersey model: vocational education, health, skill development, transportation, job placement, and support services. The Virginia model involves formal written agreements developed between the Department of Education and the Department of Rehabilitative Services in the following areas: vocational education, special education, and rehabilitative services.

101.
Howard, Ronald (1979).

Vocational education of the handicapped - state of the art. A NASBE report. Washington, DC: National Association of State Boards of Education. (Sponsoring Agency: Office of Education, Washington, DC) (ERIC Document Reproduction Service No. ED 174 862)

vocational education / secondary education / interagency cooperation / personnel preparation / program evaluation

A number of policy questions has emerged as a result of various efforts to improve special education and vocational education services to handicapped students at the secondary level through linkages among general education, special education, and vocational education. These questions reflect recent research findings which demonstrate that the percentage of handicapped

adults represented in the work force is far less than the percentage of nonhandicapped adults. Contributing factors include the following: a perceived decline in the number of handicapped students receiving special education services at the secondary level; severe shortages of personnel who are trained in both special education and vocational education; limited vocational educational programs and service delivery options; and a limited funding base. The overrriding questions are whether education can become more responsible to the overall needs of handicapped youth and how to determine the most effective means of accomplishing that objective. An analysis of the needs assessment data from four states has identified six issues as most clearly reflecting the state of the art of vocational education of handicapped youth: (1) interagency cooperation, (2) personnel preparation, (3) funding, (4) service delivery/program options, (5) program evaluation, and (6) services to Native Americans and other minority handicapped youth.

102.
deJung, John E.; & Reed, Daisy M. (1978).

Measurement of community adjustment of mildly retarded young adults. Final report. Eugene, OR: University of Oregon, College of Education. (Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, DC) ERIC Document Reproduction Service No. ED 196 221)

community integration / social skills / follow-up studies

The document describes a project (with an initial sample of 384 Ss and a followup sample of 200 Ss) to develop improved measures of occupational and social functioning of mildly retarded young adults in their postschool environments. Section I provides background information on the project and a project overview. The first part of Section II describes the major instrument development activities completed in the pilot year. Other parts of Section II focus on the selection and composition of the several testing samples, data collection procedures, and examination and revisions of the rating scales and analyses of the interrater and stability of these ratings. Section III looks at the status of the mildly retarded young adults in terms of their employment and social living activities, goals, and expectations as reported in the interview questionnaire. A fourth section reports the keying procedure for the Forced Choice Inventory (FCI) and the interrelationships among the FCI scores and indices of Ss' vocational achievement and postschool socialization. Changes and constancies in FCI statement preference scores over a followup period are reported. A final section offers a recapitulation of findings particularly as they relate to broader considerations of the needs and problems of young mildly retarded adults and to improvement of training and habilitation services for this population.

103.
Nisbet, Jan; Shiraga, Betsy; Ford, Alison; Sweet, Mark; Kessler, Kim; & Loomis, Ruth (1982).

Planning and implementing the transition of severely handicapped students from school to postschool environments. Madison, WI: University of Wisconsin and the Madison Metropolitan School District. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Division of Personnel Preparation, Washington, DC) (ERIC Document Reproducation Service No. ED 242 154)

individualized transition plans / community integration / model programs

Individual transition plans (ITPs) outline specific curricular content and implementation strategies to help the postschool adjustment of severely handicapped students. A model for developing and implementing ITPs is composed of five phases: (1) developing transition timelines and targeting desirable characteristics of postschool environments and services; (2) gaining access to and/or creating postschool environments and services; (3) prioritizing, developing, and coordinating transition objectives; (4) generating, developing, and implementing training and supervision models; and (5) evaluating ITP effectiveness. Appendices include: a guide for use as a parent/guardian transition questionnaire; and forms for documenting parental, school, and postschool agency contacts and for organizing information on transitioning students and transition objectives.

104.
Wentling, Tim L.; & Phelps, L. Allen 1977.

An interview with Rupert N. Evans and Maynard C. Reynolds. Journal of Industrial Teacher Education, 14(4), 9-18.

vocational education / special education / Evans, Rupert N. / Reynolds, Maynard C. / vocational education special needs personnel

This interview provides a forum for two outstanding leaders -- Rupert N. Evans in vocational education and Maynard C. Reynolds in special education -- to help clarify issues relating to special needs students in vocational programs. Nine questions are posed, e.g., implications of mainstreaming for vocational educators, to what extent should all vocational educators be trained to work with special needs learners -- and subsequently, an analysis of responses is offered by the authors. Both interviewees agree that the training and retraining of educational personnel is the single most important barrier to be overcome in the future.

105.
Stephens, Robin; & Haley, Pat (Eds.) (1986).

The empowerment dynamic: Synergistic activities for support groups. Portland, OR: The Employability Support Network of Disabled Youth. Oregon Health Sciences University. Child Development & Rehabilitation Center. (Comp. No. 84.023D - OSERS File No. 14)

curriculum / social skills

This book is a compilation of activities from over 3 years of weekly support groups involving youth with disabilities. It is divided into the following 6 sections: (1) opening activities, (2) communication skills, (3) self-awareness /self-concept, (4) disability awareness, (5) job search/employability skills, and (6) independent living/decision making. The activities may be adopted or modified to the needs of a particular group. A bibliography is included.

106.
Phelps, L. Allen (1981).
A compendium of interagency agreements: Vocational education, special education, and vocational rehabilitation (Policy Research and Resource Series: Document 5). Champaign, IL: Leadership Training Institute, Vocational and Special Education. College of Education. University of Illinois.

interagency cooperation / vocational education / special education / vocational rehabilitation

This compendium has several purposes and uses for policymakers, administrators, service providers, parents and advocates involved in vocational education, special education, and vocational rehabilitation. The results of a small-scale national survey of the state agencies regarding the status of interagency agreements are reported. This survey focused on determining the present status of state-level interagency agreements and future research needs in this field. In addition, examples of 29 current interagency agreements are included to offer ideas for states and local agencies to use in developing and refining their individual interagency agreements. Several innovative arrangements for sharing programs, inservice training, support services, assessment services, etc., are contained in the agreements. The last section of the compendium includes abstracts of several interagency resource documents that have been developed by federal and state agencies.

107.
Division of Educational Services. Special Education Programs. U. S. Department of Education. U. S. Office of Special Education and Rehabilitative Services. (1986).

Eighth annual report to Congress on the implementation of the Education of the Handicapped Act: To assure the free appropriate public education of all handicapped children (Vol. 1). Washington, DC: U. S. Government Printing Office.

special education / federal legislation / Education of the Handicapped Act (EHA) / program development

The Eighth Annual Report to Congress examines the progress made on the implementation of the EHA. The report continues the trend initiated in the Sixth Annual Report to Congress of describing OSERS' gradual shift in emphasis from an exclusive concern with the procedures associated with implementation to a more balanced stance which is equally concerned with quality of special education service delivery and furtherance of the basic values and assumptions inherent in the EHA. The data presented attest to the gradual progress taking place as states overcome the individual problems and limitations which impinge upon full implementation. Remaining barriers are reported. A separate volume provides an index of SEP discretionary grants and contracts for 1985.

108.
Brown, James M.; Deberry, Joanne K.; Welo, Timothy V.; & Scholl, Steven R. (1985).

An analysis and validation of vocational special needs inservice issues. St. Paul, MN: Minnesota Research & Development Center for Vocational Education, Department of Vocational & Technical Education, College of Education, University of Minnesota. Vocational Technical Division, Minnesota State Department of Education. (Comp. No. 84.078B - OSERS File No. 88)

vocational education special needs personnel / personnel preparation / data analysis

This report provides information on the following topics: (a) the development of an instrument to collect information describing the inservice needs of vocational educators with regard to the provision of services to special needs students, (b) data concerning the reliability and validity of information collected with the instrument, (c) results of a state-wide survey with that instrument, and (d) the sampling method used to obtain highly generalizable results.

The systematic development of an inservice needs survey instrument is described. That instrument is based on a model of

instruction covering both those general competencies instructors should possess and specialized competencies for the instruction of special needs populations. The instrument is shown to have satisfactory validity and reliability. Results show that the surveyed sample's highest needs for inservice were related to the use of students, parents, guardians, and community resources to supplement instructional efforts, as well as the adaptation of instructional activities and materials. Vocational educators indicated that they preferred that inservice be presented during professional days by persons with expertise in both vocational and special education. The sampling technique provides a method of predetermining the confidence level of research results.

109.
Braddock, David (1987).

Federal policy toward mental retardation and developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

federal legislation / mental retardation / MR/DD Expenditure Analysis Project (1977-1984)

This book is comprehensive in its analysis of contemporary and historical federal policies in mental retardation. It was developed for policymakers, professionals, laypersons, and students interested in an understanding of the federal role in providing services, personnel training, research, income maintenance, and the construction of facilities for persons with mental retardation or closely related developmental disabilities. It presents the results of the federal analysis component of the MR/DD Expenditure Analysis Project for 1977-1984.

110.
Division on Career Development. Council for Exceptional Children. (1985).

International Conference on the Decade of the Disabled: Transition to Work & Life. Proceedings of the Third International Conference of the Division on Career Development (Las Vegas, NV - October 9-12, 1985).

transition models / vocational evaluation / personnel preparation / interagency cooperation / social skills

The 87 abstracts contained in this proceedings document represent a majority of the presentations and focus on several aspects of the transition process: career and vocational assessment, current transition efforts, personnel preparation, social skills, and business and industry linkages. Information for contacting particular presenters is given with each abstract.

111.
Gallagher, James J.; & Vietze, Peter M. (1986).

Families of handicapped persons: Research, programs & policy issues. Baltimore, MD: Paul H. Brookes Publishing Co.

family involvement / policy research / program development

This volume compiles the papers from a conference sponsored by the Mental Retardation/Developmental Disabilities Branch of the National Institute of Child Health & Human Development (NICHD). Addressed herein are a wide range of issues concerning the adaptation problems of families who must cope with many pressures, on a daily basis, with their handicapped children. The chapters cover a variety of topics, including the history of families of handicapped children, exploration of family typologies and life cycles, and roles played by fathers and siblings in the family, as well as the role played by the mother. Implications for public policy are discussed along with future research directions.

112.
Pancsofar, Ernest; & Blackwell, Robert (1986).

A user's guide to community entry for the severely handicapped. Albany, NY: State University of New York Press.

community integration / independent living / model programs

This text is intended to provide guidelines and recommendations for developing comprehensive residential options for individuals who are severely handicapped.

113.
McLaughlin, Margaret J.; Smith-Davis, Judy; & Burke, Philip J. (1986).

Personnel to educate the handicapped in America: A status report. College Park, MD: Institute for the Study of Exceptional Children and Youth, Department of Special Education, University of Maryland.

personnel preparation / special education

This study focuses on the current status of manpower in special education and considers the broader political and economic factors surrounding education and special education. This report is a followup of the first survey as reported in Personnel to Educate the Handicapped in America: Supply and Demand from a Programmatic Viewpoint and was initiated during the 1984-1985 school year. As in the first set of interviews, questions were organized around

eight topical areas and were presented to each of the 50 states, DC, the Bureau of Indian Affairs, Puerto Rico, Guam, the Virgin Islands, American Samoa, and the Northern Mariana Islands.

114.
Simpson, Frank; Huebner, Kathleen Mary; & Roberts, Ferne K. (Eds.) (1986).

Transition from school to work: Programs in practice. New York: National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped. (Sponsor: American Foundation for the Blind)

model programs / transition / National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped

This compendium shares information compiled on several programs and practices nationwide which have to do with facilitating the transition of disabled youth into appropriate adult environments. The programs described are diverse not only by location but also by design, funding, philosophy, and administration. Several are based primarily in agencies and schools for blind and visually impaired persons, while others are university or public school based.

115.
Huebner, Kathleen Mary; Simpson, Frank; & Roberts, Ferne K. (1986).

Transition from school to work: Training ideas, strategies and activities. New York: National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Impaired. (Sponsor: American Foundation for the Blind)

vocational training / individualized transition plans / National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Impaired

This training manual was prepared for use by the state transition teams to (1) assist in the further identification and refinement of individual state team needs, goals, objectives; (2) provide suggested guidelines, by presenting modules, for individual state team training options in four areas -- a) individual transition plan through individual transition team, b) self-help group development, c) developing a publication, and d) seminar/ conference workshop development; (3) enhance planning and training efforts; and (4) clarify the factors that positively influence the transition of blind and visually impaired youth.

116.
RPM Press, Inc. (1986).

The guide to basic skills jobs (Vol. 1). Verndale, MN: Author.

job analysis / job placement

This guide to basic job skills is designed to provide vocational rehabilitation, career guidance, special education and employment service personnel with a concise tool for identifying viable job opportunities for individuals with only basic skills. This represents a subset of the Dictionary of Occupational Titles (DOT) and contains important data on worker trait factors and other occupational demands not included in DOT. This database lists nearly 5,000 selected jobs requiring only basic work skills. These jobs are arranged according to a comprehensive classification system designed to address systematically the needs of counselors working with basic skills clients. This guide can serve as a tool for facilitating the career exploration and job placement processes for people with basic skills.

117.
Simpson, Frank; Huebner, Kathleen Mary; & Roberts, Ferne K. (1985).

Transition from school to work: Developing your state team: Why and how. New York: National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Impaired. (Sponsor: American Foundation for the Blind)

interagency cooperation / program development / transition / National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Impaired

This manual was provided to all team members of The American Foundation for the Blind Transition Project "National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped." Its purpose was to provide team members guidance in developing and implementing their collaborative plans and to provide the project staff with feedback as to the manual's strengths and weaknesses.

118.
VocSpedNetwork. University of Washington (1986).

VocSpedNet transition directory: Region V 1986. Seattle, WA: Author.

transition (specialists) directory

This is a directory of transition activities and contact people in Region V by state.

119.
Seidenberg, Pearl L.; & Koenigsberg, Ellen (1986).

A comparison of the perceptions of high school and college faculty: Implications for program development for secondary learning disabled students (Position paper series: Doc. #1). Greenvale, NY: Long Island University Transition Project. (Comp. No. 84.078C - OSERS File No. 101)

curriculum / program development / secondary education / post-secondary education / learning disabilities

The purpose of this study was to define the extent of the different perceptions of high school and college faculty regarding the characteristics and preparatory needs of secondary LD students. The results of the survey suggested that the perceptions of special education and college teachers relating to the academic and social competencies needed by LD students were similar with differences between the groups for issues relating to the characteristics and counseling needs of LD students. The difference between the groups found for a single item on the academic scale suggested that the two groups may have different orientations toward the goals and achievement outcomes of secondary preparation programs for LD students. Significant differences were also found on all three preparation scales between regular high school and college teachers. The implications of these findings for program development in secondary settings are discussed.

120.
Seidenberg, Pearl L. (1986).

The high school-college connection: A guide for the transition of learning disabled students (Position paper series: Doc. #8). Greenvale, NY: Long Island University Transition Project. (Comp. No. 84.078C - OSERS File No. 101)

individualized transition plans / post-secondary education / parent involvement

In order to expand the opportunities for a successful transition to higher education for learning disabled (LD) secondary students, there is a need to design a transition support system that provides for effective collaboration between secondary and post-secondary personnel, parents, and LD students. In this paper, a definition and rationale for transitional planning has been presented and a three stage transition model that provides for systematic linkages between secondary and post-secondary programs

and services for LD students has been described. It has also been suggested that implementation efforts and future evaluation of this transition model should provide information into its effectiveness in achieving more comprehensive programs for secondary and post-secondary LD students.

121.
Smith-Davis, Judy; Morsink, Catherine; & Wheatley, F. Wayne (Eds.) (1984).

Quality in personnel preparation for the education of the handicapped: The baseline book. Vienna, VA: Dissemin/Action.

personnel preparation / special education

The contents of this book were stimulated, and largely generated, by a meeting in December 1982 attended by personnel from projects funded by the Division of Personnel Preparation, Special Education Programs, Office of Special Education and Rehabilitative Services, U. S. Department of Education. During this meeting, participants engaged in a set of activities whose purpose was to delineate areas of emphasis and concern in relation to the quality of personnel preparation in special education. The editors of this volume received the entire collection of responses made by attendees at this meeting. The materials contained herein are that portion considered most valuable for the purposes of this book. These chapters focus exclusively on the quality of personnel preparation in higher education. However, the editors believe that some of this information may have uses for inservice teacher education and for the preparation of people other than teacher trainees in college and university programs. The book as a whole is intended as a tool for professionals involved in personnel preparation to use in establishing a baseline for their own performance and the performance of their programs. This baseline should, in turn, become a point of departure for achieving, documenting, and demonstrating quality in programs that prepare personnel to educate handicapped children and youth.

122.
Berkeley Planning Associates (1985).

Development of performance measures for supported employment programs. Task 2: Documentation of program objectives. Berkeley, CA: Author.

program evaluation / supported work / performance objectives

This product is the first written report prepared as part of BPA's 12-month contract to develop performance measures for supported employment programs. The purpose of this report is to document

the objectives of supported employment programs. The report emphasizes basic objectives that are held in common across practitioners of and advocates for an array of different variants of the supported employment model. A bibliography is included.

123.
National Center for Education Statistics (1985).

The school-age handicapped: A statistical profile of special education students in elementary and secondary school in the United States. Washington, DC: U. S. Government Printing Office.

data analysis / special education / public schools

This report reviews much of the national data that are available with regards to trends in (1) the size and composition of the population that is receiving special education services, (2) the numbers and types of teachers who are providing such education, (3) types of settings in which handicapped students are taught, (4) the accessibility of school facilities to physically handicapped children, (5) the levels of federal funding being provided to states for special education, and (6) the sex and racial/ethnic composition of the special education population.

124.
Phelps, L. Allen (Ed.) (1986).

School-to-work transition for handicapped youth: Perspectives on education and training. Champaign, IL: Office of Career Development for Special Populations. College of Education. University of Illinois.

transition / vocational education / vocational training /post-secondary education / business and industry

Eight of the ten papers contained in this document were presented at the first annual forum (Sept. 4-5, 1986) held by the Interdisciplinary Leadership Preparation Program at the University of Illinois at Urbana-Champaign. Topics of presentations were concerned with the high levels of unemployment and school-to-work transition issues for handicapped youth. They ranged from secondary vocational education, post-secondary vocational educational, the Job Training Partnership Act, business and industry training programs, to higher education and the challenges and future directions for education and training programs for handicapped youth. The format of this document is such that commentaries are provided subsequent to each chapter with references throughout.

125.
Halpern, Andrew S.; & Benz, Michael R. (n.d.).

Toward excellence in secondary special education: A statewide study of Oregon's high school programs for students with mild disabilities. Eugene, OR: University of Oregon. (Comp. No. 84.078B - OSERS File No. 92)

follow-up studies / special education / Oregon / transition

In an attempt to help improve high school programs for students with mild disabilities, several departments at the University of Oregon collaborated in a statewide study to determine the extent and nature of special education services to high school students. Three major content areas were addressed: academic instruction, vocational education/work experience, and transition services. Interviews, questionnaires, and telephone calls facilitated contact with teachers, administrators, and parents. The results of the study are presented with a summary and recommendations for future directions.

126.
Halpern, Andrew S.; & Byrne, Andrew R. (1985).

Toward excellence in secondary special education: A plan for statewide initiatives in Oregon. Management issues and guidelines. Eugene, OR: Oregon Department of Education. (Comp. No. 84.078B - OSERS File No. 92)

special education / Oregon / transition

This document describes the principles and procedures that are being used in order to manage and implement Oregon's statewide plan for improving secondary special education and transition services for students with both mild and severe disabilities.

127.
Council of Chief State School Officers (1986).

Disabled students beyond school: A review of the issues. Washington, DC: Author.

transition / program development / interagency cooperation

This position paper of Chief State School Officers makes recommendations and identifies major issues regarding adequate transition services for disabled students and the coordination of planning and implementation for these services.

128.
Helge, Doris (1984).

Models for serving rural children with low-incidence disabilities. Bellingham, WA: American Council on Rural Special Education (ACRES). Western Washington University. (Comp. No. 84.158A - OSERS File No. 33)

rural areas / special education / model programs

This monograph reviews a number of models serving rural students with low-incidence disabilities. Because of the tremendous diversity in rural school systems, there is no "one" rural service delivery model, but rather a number of community and district characteristics from which to consider. From these an individualized model can be designed and implemented.

129.
American Council on Rural Special Education (ACRES) (1984).

The future of rural special education - a rising tide of optimism. Conference proceedings of the Fourth Annual National Rural Special Education Conference, March 27-30, 1984. Bellingham, WA: Author. (Comp No. 84.158A - OSERS File No. 33)

rural areas / special education

This proceedings document presents summaries of presentations made at the 4th Annual National Rural Special Education Conference in March, 1984.

130.
Norton, Robert E.; & Belcher, James O. (1984).

A guide to linkages between vocational education and organized labor in the United States (Research & Development Series No. 252). Columbus, OH: National Center for Research in Vocational Education. The Ohio State University.

vocational education / business and industry / vocational training / interagency cooperation

This guide is a segment of a feasibility study designed to improve vocational education through strengthened linkages with organized labor. This report summarizes the information available on linkages between organized labor and vocational education in the U. S. and identifies and describes 21 exemplary and innovative programs. The publication concludes with a description of 23 barriers and 18 facilitators and the presentation of 13 guidelines

for developing more effective linkages between organized labor and vocational education.

131.
Agran, Martin; & Martin, James E. (1987).

Applying a technology of self-control in community environments for individuals who are mentally retarded. In M. Hensen, R. M. Eisler, & P. M. Miller (Eds.), Progress in Behavior Modification (Pp. 108-151). Beverly Hills, CA: Sage Publications. (Comp. No. 84.023D - OSERS File No. 16)

self-control training / community integration / independent living

This chapter contributes to the understanding of self-control training as an effective intervention to facilitate the acquisition and generalization of adaptive bahaviors by the mentally retarded across community settings. It is suggested that this training may provide these persons with strategies to self-manage and direct their own behavior independent of manipulation by external change agents. The authors find that further research is needed. Interventions need to be identified and developed to train the mentally retarded, and effects of self-control training need to be better understood. References are included.

132.
Berry, Linda (1986).

Providing guidance for program evaluations: Sunset reviews versus educational plans. Evaluation Review, 10(6), 757-775.

program evaluation / Sunset reviews / federal programs

This article reviews two approaches to encouraging program managers to conduct evaluations and to improve the quality of their evaluations. The two approaches are Sunset reviews and evaluation plans. Examples of the application of each approach to energy conservation programs are discussed. The strengths and weaknesses of both approaches are considered and recommendations about how to improve the guidance process are presented. A guidance process that combines the best features of both approaches is needed. The essential problem is to strike the proper balance between universal requirements and specific designs, methods, and procedures that are feasible to implement. Sunset review requirements ensure that some evaluation is conducted by all program managers, but do little to improve the quality of specific evaluation efforts. The evaluation plan approach, in contrast, leads to good results for specific programs, but does little to ensure that comparisons across

programs can be made. If general evaluation plans matched to appropriate program types were combined with Sunset mandates for evaluation, significant improvements in the quality, comparability, and agencywide coverage of evaluation efforts should result.

133.
Trachtman, Roberta (1986, April).

School/business collaborations: Their impact on teachers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

school-business relationships / data analysis

To define the role that school/business activities may play in the improvement of American education, both the process by which they develop as well as their impact needed to be determined. This paper presents the findings of a nationwide in-depth telephone study designed and implemented to examine perceptions offered by school participants. Procedures are explained and conclusions offered. The findings of this study provide relevant, new information on the impact of these partnerships on teachers and therefore on the education process.

134.
Rosenberg, Howard; & Tesolowski, Dennis G. (1980).

Preparing professional educators to be advocates for vocationally-oriented special needs students. Education and Training of the Mentally Retarded, 15(2), 132-138.

vocational education special needs personnel / model programs / advocacy

This article discusses the educator's role in the advocacy movement for vocationally oriented special needs students. Topics covered include: (1) the development of the advocacy movement in education; (2) the challenge of the advocacy role for teachers; (3) examples of advocacy intervention, such as psycho-educational assessment and special education services, referral to non-public school ancillary services, and current teacher preparation programs; and (4) a model program for preparing teachers to be advocates, which includes the mastery of specific competencies in the area of advocacy and participation in a practicum designed to give the teacher experience in advocacy. The authors conclude that a gap exists within professional teacher preparation between teacher competencies and advocacy requirements. Specific preparation in serving the handicapped is needed.

135.
Kohring, Curt; & Tracht, Vernon S. (1978).

A new approach to a vocational program for severely handicapped high school students. Rehabilitation Literature, 39(5), 138-146.

vocational education / model programs / parent involvement / transition

This paper discusses a vocational education program for severely handicapped high school students. The evaluation program was patterned after an earlier pilot project and consisted of three one-week phases. The authors discuss in some depth each facet of the program and how the routine was modified for specific groups of students. They emphasize the need for good follow-up of students who participate in such programs and for a strong parent guidance component in future programs.

136.
Patton, Patricia L.; & Marinoble, Rita (n.d.).

Predicting vocational programming levels for handicapped students using the McCarron-Dial System: Implications for the supported employment model. Unpublished manuscript. (Comp. No. 84.128A - OSERS File No. 80)

McCarron-Dial System / vocational evaluation / supported work

This article presents an overview of the McCarron-Dial System, a neurobehavioral approach to vocational evaluation of developmentally disabled youth and adults. The authors discuss how the McCarron-Dial System is used in secondary level public school programs for vocational assessment purposes and individualized planning purposes. Specifically, the system's use with a small group of developmentally disabled high school youth currently participating in a federally funded transition project is explained. Traditional vocational programming levels delineated by the McCarron-Dial System are discussed and translated into theoretical models related to integrated and community-based supported employment options. The authors then provide recommendations for teachers and vocational evaluators using the McCarron-Dial System in settings that are serving handicapped youth who are engaged in the transition process from school to work and adult life.

137.
Smith, Gwen J.; Berenson, Adam; & Smith, Sharlene L. (1981).

Career planner: A guide for students with disabilities. Alta Loma, CA: Chaffey College. (Sponsoring agency: U. S. Department of Education, Washington, DC) (ERIC Document Reproduction Service No. ED 205 719)

career guidance / job placement / employer involvement

Intended as a guide for students with disabilities who wish to enter the work force, this handbook is designed to help gather both information about the student and information to help choose a job. Chapter 1 concerns collecting health/medical information. Chapter 2 focuses on collecting vocational information -- information about general job interests, skills, and abilities -- through vocational evaluation. Job analysis is discussed in Chapter 3; the process is described, and sample and completed job analysis forms are provided. Chapter 4 addresses job modification, including employer cooperation and information services dealing with adaptive equipment or assistive devices. Chapter 5 discusses role models and locating and interviewing them for information on jobs. Some role models are listed together with their addresses, phone numbers, and brief description. Chapter 6 provides a sample list of organizations for further assistance. Some tips for a telephone conversation and a written request for information are given.

138.
Piuma, Chesca (1980).

Developing a vocational education training program for severely handicapped adolescents and young adults: A feasibility study (Independent Research and Development Project Reports. Report #6). Berkeley, CA: Far West Laboratory for Educational Research and Development. (ERIC Document Reproduction Service No. ED 198 295)

curriculum / vocational education / job placement / employer involvement

This study investigated the feasibility of developing five vocational education curricula for severely handicapped (i.e., trainable mentally retarded) young people, aged 13 to 21, that would enable them to work in the employment areas of gardening, housekeeping, laundry services, food services, and minor auto maintenance. One goal of the project was to determine whether school staff members think their students have the potential to master the skills needed to work in these occupations. A second aspect of the study was to assess the interest and/or resistance of community business people to hiring severely handicapped

students who had completed the appropriate vocational education program. To answer these questions, interviews were conducted with school staff from four programs teaching vocational educational skills to trainable mentally retarded students in Contra Costa County, California, as well as with representative Contra Costa business people. The study showed that there is both a need and a desire to expand and develop the existing vocational education training program for severely handicapped students. The school staff members agreed that their trainable mentally retarded students did have the potential to learn the skills needed to work in the five employment areas; and the community business people seemed receptive to training and hiring these students.

139.
Heal, Laird W.; & Chadsey-Rusch, Janis (1985).

The lifestyle satisfaction scale (LSS): Assessing individuals' satisfaction with residence, community setting, and associated services. Applied Research in Mental Retardation, 6, 475-490.

Lifestyle Satisfaction Scale (LSS) / attitudes / deinstitutionalization / quality of life

Satisfaction of mentally retarded persons with their quality of life is an important outcome measure of deinstitutionalization. The Lifestyle Satisfaction Scale (LSS) was developed to assess mentally retarded persons' satisfaction with their residence and its community setting and associated services. An acquiescence subscale makes it possible to correct satisfaction scores for acquiescence bias. Empirical data indicate that this experimental version of the LSS has internally consistent subscales and good test-retest and interrater reliabilities.

140.
Schalock, Robert L.; & Lilley, Mary Ann (1986).

Placement from community-based mental retardation programs: How well do clients do after 8 to 10 years? American Journal of Mental Deficiency, 90(6), 669-676.

follow-up studies / competitive employment / independent living / quality of life

The placement success and quality of life of 85 mentally retarded persons placed into independent housing and competitive employment 8 to 10 years ago was evaluated. Three groups emerged on the basis of the clients' current programmatic status, living-work placement, and financial status. A number of variables were found to discriminate between successful and unsuccessful living and work outcomes, including family involvement, social-emotional

behavior, number of disabilities, sensorimotor functioning, symbolic operations, and auditory-visual processing. For assessed quality of life, significant correlates included family involvement, income, number of disabilities, and age. Those who were successful had a higher assessed Quality of Life Index than those who were unsuccessful.

141.
Tindall, Lloyd W.; Gugerty, John J.; Dougherty, Barbara B.; & Heffron, Thomas J. (1987).

Replicating jobs in business and industry for persons with disabilities (Vol. 2). Madison, WI: Vocational Studies Center, School of Education, University of Wisconsin.

job analysis / job matching / job placement

This publication provides information about jobs performed in business and industry by persons with disabilities. It is important for people with disabilities to have role models that will help raise their vocational aspirations and expectations. Exemplary employment models are also needed by teachers, counselors, job placement personnel and employers who work with people who are disabled. Each job described in this catalog is performed by a specific person who is disabled. Such jobs are not the only ones which persons with similar disabilities could perform, although these jobs might be replicated for persons with similar disabilities. The job descriptions in this publication are cross referenced by disability and job title. The information on each job description in this catalog was provided by employers, employees who are disabled, job placement specialists, and other interested persons. Potential users of this catalog include persons with disabilities, special educators, vocational instructors, rehabilitation counselors, job placement and job development counselors, employers and others.

142.
Kiernan, William E.; McGaughey, Martha J.; & Schalock, Robert L. (1986).

Employment survey for adults with developmental disabilities: A national survey. Boston, MA: Developmental Evaluation Clinic, Children's Hospital.

data analysis / job placement / transition / competitive employment

The present study was designed to document changes in the placement patterns of adults with developmental disabilities as the utilization of real work settings increases. Data were

collected on three types of employment: transitional training, and supported and competitive employment. The study documents benefits which are realized by the individual and society as a result of creating employment opportunities in integrated work settings.

143.
Lam, Chow S. (1984).

Modern technology in sheltered workshop production. Journal of Rehabilitation, 50(4), 24-27.

sheltered workshops / productivity / technology

Automated production lines, highly technical machinery, and computerized robots enable developmentally disabled workers in a sheltered workshop to produce a high volume of quality bicycle wheels. The results of the project reported in this article have a potential impact on the production capability and marketing approach of sheltered workshops, as well as the learning potential of developmentally disabled workers.

144.
Secondary Transition Intervention Effectiveness Institute (1986).

Annual Report 1986. Champaign, IL: Author. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs)

Secondary Transition Intervention Effectiveness Institute / annual report

The Secondary Transition Intervention Institute is an Institute designed to address both theoretical and practical problems related to secondary special education and transition services. These problems are being addressed through the conduct of a series of complementary research activities. The Institute contends that problems experienced by youth with handicaps are a reflection of broader systems problems. Consequently, current research efforts reflect our understanding of these problems. This document overviews research activities during Year 1 (1985-1986) and research plans for Year 2 (1986-87).

145.
Pruitt, Walter A. (1986).

Vocational evaluation (2nd ed.). Menomonie, WI: Walt Pruitt Associates.

vocational evaluation / data analysis / technology / job analysis

This book examines the state-of-the-art of vocational evaluation (process and methods) and considers ways that this process can be improved. The history and evolution of vocational evaluation is discussed initially and then various aspects, such as developing observation skills, planning, work samples, situational assessment, interpretation of data, etc., are addressed.

146.
Pallas, Aaron M. (1984).

The determinants of high school dropout (Doctoral dissertation, The Johns Hopkins University, 1984). Dissertations Abstracts International, 45, 3605A-3606A.

secondary education / educational outcomes

This is a study of the determinants of dropping out of high school. The author considers three perspectives on why youth drop out: Academic Performance, Social Disability, and Accelerated Role Transitions. Most of our knowledge about educational attainment processes derives from studies which fail to consider high school dropouts. This sample selection may bias the results of such studies. To test this, the author compared the dropout model he developed with a similar model predicting college attendance for a comparable sample of high school graduates. The three perspectives are more important for predicting dropping out than college access.

147.
ERIC Clearinghouse on Handicapped and Gifted Children (1986).

Research projects funded by U. S. Department of Education. OSERS. Office of Special Education Programs. Division of Innovation and Development.

A. FY 84-85/85-86. Topic: Vocational education.
B. FY's 84-87. Topic: Directory.
C. FY's 84-87. Topic: Subject matter.
D. FY's 84-87. Topic: Language.
E. FY's 84-87. Topic: Assessment.
F. FY's 84-87. Topic: Instruction.

Reston, VA: Author.

project directory

This is a directory of research projects funded through Department of Education and OSERS. Information on each project includes address, principal investigator, phone number, contract length, and abstract of project.

148.
Seidenberg, Pearl L. (1986).

Instructor's guide: The integrated reading/writing strategies curriculum. Greenvale, NY: Long Island University. (Comp. No. 84.078C - OSERS File No. 101)

curriculum / learning disabilities / reading and writing

This instructor's guide outlines the important, necessary steps in teaching reading and writing to learning disabled secondary education students. The curriculum focuses on the development of those skills that will lead to students' improvement in the comprehension of text materials and expository writing abilites.

149.
Schalock, Robert L.; & Thornton, Craig V. D. (1986).

The analysis of human service programs: A field guide. New York: Plenum Publishing Corporation.

human services / program evaluation / data analysis / cost effectiveness

This book is written for program administrators and policy makers and provides the tools and guidance needed to address questions and decisions related to various problematic situations. The book's purpose is to help these persons make decisions by providing methods for conducting and interpreting program analyses.

150.
Gregory, James F.; Shanahan, Timothy; & Walberg, Herbert (in press).

A descriptive analysis of high school seniors with speech disabilities. Journal of Communication Disorders.

secondary education / speech disabilities / data analysis

Of over 26,000 high school seniors for whom survey data from the recent High School and Beyond study were complete, 278 identified themselves as having speech disabilities. The data on these latter students were compared to those on their non-impaired peers vis-à-vis demographic variables and measures of achievement, personal characteristics, and relationship to school and work. These orally handicapped pupils tended to be older, to be more often from linguistic minority groups, and to report more additional handicapping conditions. The data also showed the impaired group at a disadvantage regarding achievement, self-image,

motivation, and aspirations. Some areas for possible amelioration are suggested.

151.
Gaylord-Ross, Robert (in press).

Vocational integration for persons with mental handicaps: A cross-cultural perspective. In Analysis and intervention in developmental disabilities. (Comp. No. 84.158A - OSERS File No. 20)

model programs / Europe / job placement

Descriptive information was presented which related to the vocational integration of persons with mental handicaps in five Western European countries. The investigator based his findings on a five-month visit to Denmark, Great Britain, Italy, Switzerland, and West Germany. Observations, interviews, and documents were synthesized to draw conclusions about employment programs. Inferences were made about the development of vocational models in these countries and the United States. Potential variables were identified which influenced systems change toward integrated models of work.

152.
McDonnell, John; & Hardman, Michael (1985).

Planning the transition of severely handicapped youth from school to adult services: A framework for high school programs. Education and Training of the Mentally Retarded, 20(4), 275-286.

transition / secondary education / individualized transition plans

The transition of youth with severe handicaps from school to adult services has become a primary concern for parents, advocates, and professionals. Effective transition requires access to high school programs that focus instruction on the development of skills necessary to function competently in the community, an array of adult service programs that address the unique service needs of severely handicapped adults, and comprehensive system of transition planning that establishes the optimal mix of performance opportunities and services for the individuals prior to graduation from high school. While the development of effective educational, vocational, and residential models are critical to successful transition of severely handicapped youth, it is unlikely that the benefits of these developmental efforts will be realized without a comprehensive system of individual transition planning. High school programs are the most logical community service agency to coordinate transition planning on a local level. This article

presents a procedural framework to assist local programs to conduct effective transition planning.

153.
Gold, Marc W. (1976).

Task analysis of a complex assembly task by the retarded blind. Exceptional Children, 43(2), 78-84.

task analysis / visually impaired / vocational training

A system of task analysis instruction is described. In the system, content (the steps of the task to be performed by the learner) and process (instructional strategies and methods) are discussed as separate and necessary considerations in teaching. Using this system, 22 severely and profoundly retarded blind and deaf blind persons learned and produced a 14 piece assembly task. Discussion focuses on the general potential of the system as well as specific implications for training the severely handicapped.

154.
Brolin, Donn E.; & D'Alonzo, Bruno J. (1979).

Critical issues in career education for handicapped students. Exceptional Children, 45(4), 246-253.

curriculum / vocational education / career guidance / parent involvement / interagency cooperation

This article discusses the career education concept and its need, significant events, critical issues, and recommendations to make it a viable education thrust for handicapped students. The authors contend that career education should encompass the knowledge, skills, and attitudes needed for the various life roles and settings that comprise an individual's life, including employment. This will require curriculum efforts to be more extensively directed toward teaching daily living, personal-social, and occupational competencies, as well as basic subject skills. Career education includes the academic/work study curriculum design, but it goes one more step by requiring all teachers to relate their subject matter to its career implications. In addition, it requires a shared responsibility and cooperative relationship among all school disciplines and substantial involvement of parents and community agencies and industries in all phases of education.

155.
Rusch, Frank R.; Martin, James E.; & White, David M. (1985).

Competitive employment: Teaching mentally retarded employees to maintain their work behavior. Education and Training of the Mentally Retarded, 20(3), 182-189.

competitive employment / work behavior maintenance / behavioral training strategies

This article overviews two different strategies to incorporate in teaching mentally retarded employees to maintain their work behavior. The first strategy, prevalent in the employment literature, incorporates cues produced and managed by change agents (externally produced cues). The second strategy actively enjoins the subject in an attempt to rely ultimately upon the subject's management of his/her own behavior (externally and self-produced cues). This article reviews the value of each approach with a discussion of future areas of research.

156.
Osguthorpe, Russell T.; Eiserman, William D.; & Shisler, Lenore (1985).

Increasing social acceptance: Mentally retarded students tutoring regular class peers. Education and Training of the Mentally Retarded, 20(4), 235-240.

social skills / special education / peer involvement

Most special education tutoring research has focused on the academic benefits that come to handicapped students who are tutored by regular class students. Seldom have researchers measured the effects of tutoring on handicapped students' social interaction with their peers. Using direct observation of free-play interaction, this study measured the amount of social acceptance experienced by 4th through 6th-grade mentally retarded students who acted as tutors of their regular class peers. Results showed that tutors interacted with regular class peers more often than handicapped students who did not tutor and suggest that handicapped students would make more personal/social progress if they were to spend some regularly scheduled time tutoring other students from the regular classroom.

157.
Alper, Sandra (1985).

Comparing employer and teacher identified entry-level job requisites of service occupations. Education and Training of the Mentally Retarded, 20(1), 89-96.

pre-vocational skills / curriculum / vocational education / employer involvement

As the number of successful demonstrations of the ability of severely handicapped persons to learn competitive job skills grows, the question of which skills to include in prevocational curriculum takes on increasing importance. Previous research, using descriptive validation assessment techniques, has identified employers' expectations of entry-level requisites for sheltered and competitive jobs. Rusch, Schutz, and Agran (1982) surveyed employers in Illinois and identified 70 skills critical for entry into service occupations. A relevant question concerns the level of consensus between classroom teachers and employers as to requirements for employment. Whether or not job requirements are consistent across regions or are locally determined also remains unanswered. The present investigation compared the level of agreement between employers and classroom teachers of secondary level severely handicapped students as to employment requirements. Missouri employers' responses were also compared to those in the Rusch et al. study. While employers and teachers were found to agree strongly as to entry-level job requisites, no significant correlation was obtained between the two groups of employers' responses. Results are discussed relative to vocational training program development.

158.
Gaule, Karen; Nietupski, John; & Certo, Nicholas (1985).

Teaching supermarket shopping skills using an adaptive shopping list. Education and Training of the Mentally Retarded, 20(1), 53-59.

social skills / task analysis / curriculum

Three young adults with moderate/severe disabilities were taught to use an adaptive shopping aid in order to (a) prepare a grocery shopping list, (b) locate and obtain items in a supermarket, and (c) purchase those items. A multiple probe design was used to validate the instructional package consisting of total cycle training on the steps involved in the shopping task, social praise for correct responses, and a least-to-most prompt correction procedure for task step errors. Data indicated skill acquisition by all three young adults, with partial skill maintenance as much as four weeks following problem completion.

159.
Certo, Nick; Mezzullo, Karen; & Hunter, Dawn (1985).

The effect of total task chain training on the acquisition of busperson job skills at a full service community restaurant. Education and Training of the Mentally Retarded, 20(2), 148-156.

vocational training / chaining / competitive employment

Competitive job training for individuals with severe handicapping conditions has recently emerged as a programmatic focus. This study examined competitive on-the-job training with a 20-year-old institutionalized severely handicapped nonverbal male with Down's Syndrome. The job selected was that of a busperson at a full-service community restaurant. Training consisted of systematic instructional procedures focusing primarily on behavioral chain training for acquisition and combined verbal prompts and self-selected reinforcement during break time for rate building. A multiple probe design was employed across four skill clusters to evaluate the effects of instruction. Results demonstrated acquisition of the 152-step task analysis in 45 one hour sessions. The need to give serious consideration to competitive employment instruction with students who are severely handicapped is discussed.

160.
Crapps, John M.; Langone, John; & Swaim, Sharon (1985).

Quantity and quality of participation in community environments by mentally retarded adults. Education and Training of the Mentally Retarded, 20(2), 123-129.

community integration / normalization / quality of life

Educators must be sure that mentally retarded adults living in the community are truly integrated and not merely living institutional lives in a new place. Mentally retarded adult men and women living in group home and intermediate group residences (IGR) were interviewed and observed to determine both the quantity and quality of their actual participation in a variety of community environments. All participants spent a majority of their time in their homes. Group home men played a more active role in their integration, occasionally going to community environments of their own choosing without supervision. IGR men and women went less often into the community and rarely (IGR men) or never (IGR women) went out without a supervisor. Implications and suggestions for further research are also discussed.

161.
Greenleigh Associates, Inc. (1976).

The role of the sheltered workshops in the rehabilitation of the severely handicapped. New York: Author.

sheltered workshops / program evaluation / vocational rehabilitation / policy research

The purpose of the study was to conduct a policy- and planning-oriented evaluation study of a diverse population of public and private organizations generically referred to as "sheltered workshops." In its broadest sense, the study was intended to identify and evaluate the role of sheltered workshops in providing rehabilitative services to disabled individuals, including those eligible for and those receiving services through the federal-state Vocational Rehabilitation (VR) program under the primary legislative mandate of the Rehabilitation Act of 1973.

The primary focus of the evaluation was on: (1) the identification and analysis of those characteristics of sheltered workshops that are associated with the success of workshops in rehabilitation individuals to maximum productivity and independence; and (2) the implications of these findings for federal policy and programs with respect to sheltered workshops.

Greenleigh Associates contracted this study for the U. S. Department of Health, Education and Welfare.

162.
Schutz, Richard Phillip (1985).

Assessing employers' expectations of entry-level survival skills for light industrial occupations (Doctoral dissertation, University of Illinois, 1984). Dissertation Abstracts International, 45(12), 3613-A.

employer involvement / vocational training / job placement

This investigation applied descriptive social validation methodology to the area of competitive employment. A primary objective of this study was to determine what performance standards potential employers consider to be important for mentally retarded persons' job entry. A second objective was to compare identified competitive employment entry-level skills with those previously identified for entry into sheltered vocational employment settings.

The results of this investigation suggest that descriptive social validation methodology is an effective approach to delineate employer-identified, job entry-level skills.

163.
Hasazi, Susan Brody; Gordon, Lawrence R.; Roe, Cheryl Ann; Finck, Kathleen; Hull, Marc; & Salembier, George (1985).

A statewide follow-up on post high school employment and residential status of students labeled, "mentally retarded." Education and Training of the Mentally Retarded, 20(4), 222-234.

follow-up studies / Vermont / community integration

This study investigated the employment and residential status of 243 mentally retarded youths who had exited high school in Vermont between 1981 and 1983. Information was solicited from school records and through telephone interviews and included vocational training history, employment history, social service utilization, and residential and marital status. The results indicated that certain vocational and educational experiences during high school were related to employment status and salary level following high school, that employment rates remained stable across rural, urban, and metropolitan areas, and that the majority of employed youths found their jobs through their self-family-friend network. The findings were compared with those of an earlier study of a cross-categorical sample of handicapped youths.

164.
Bourbeau, Philip E.; Sowers, Jo-Ann; & Close, Daniel W. (1986).

An experimental analysis of generalization of banking skills from classroom to bank settings in the community. Education and Training of the Mentally Retarded, 21(2), 98-107.

independent living / behavioral training strategies / secondary education / generalization

The extent to which simulated training approaches are appropriate for teaching functional skills to mentally retarded learners is unclear at the present time. The purpose of this study was to examine the effectiveness of a banking curriculum, taught to secondary students with mild mental retardation in a classroom setting, in producing generalized performance at a real bank in the community. A single-subject multiple baseline design with probes was used to demonstrate the functional effect of the training program. Four subjects were trained individually in a simulated bank setting at their school. Performance of savings account operations was measured in the classroom, at the bank for which the curriculum was designed, and at another bank in the community for which subjects were not trained. Results of the study show that all subjects learned the skills. After training, performance of all subjects improved markedly over baseline levels, indicating that these students were able to generalize newly trained skills to real community settings. All subjects

required some additional in-vivo training at the target bank to achieve perfect performance. Weekly maintenance probes suggested that subjects retained skills when training contingencies were no longer in effect.

165.
Williams, Robert F. (1986).

Perceptions of mentally retarded persons. Education and Training of the Mentally Retarded, 21(1), 13-20.

attitudes / post-secondary education

Three hundred and seventy-three college students compared "mentally retarded" and "normal" persons on eighteen diverse personality-trait characteristics. Three factors were found to underlie the students' perceptions, with mentally retarded persons being perceived more favorably than normal persons on traits indicative of amiability, less favorably on traits reflective of cognitive/mental competencies, and differing on those traits suggestive of social/self control.

None of the student variables (e.g., age, sex, level of exposure, characterizations of mentally retarded persons, etc.) was found to have a major impact on these perceptions. Various explanations for this apparent stability in people's perceptions of mentally retarded persons are outlined.

166.
Polloway, Edward A.; Epstein, Michael H.; Patton, James R.; Cullinan, Douglas; & Luebke, Jerry (1986).

Demographic, social, and behavioral characteristics of students with educable mental retardation. Education and Training of the Mentally Retarded, 21(1), 27-34.

educable mentally retarded (EMH) / data analysis / demographics

In light of hypothesized and documented changes within the population of educable mentally retarded (EMR) students in the schools, the authors analyzed data collected on 130 older and 104 younger EMRs. The intent of the study was to describe the demographic and sociobehavioral characteristics of these students and then to compare these findings to traditional conceptualizations of this population. Data are presented on intellectual level, racial background, degree of integration into regular programs, placement history, social status, and presence of specific behavioral disorders. The results are discussed in terms of current practices and implications for programming needs in the future.

167.
Wershing, Alice; Gaylord-Ross, Cory; & Gaylord-Ross, Robert (1986).

Implementing a community-based vocational training model: A process for systems change. Education and Training of the Mentally Retarded, 21(2), 130-137.

vocational training / model programs / transition

This article describes procedures necessary to implement a community-based instructional model for vocational training. Issues involved in facilitating systems change are addressed. Strategies for use in gaining administrative support, in programming, community site selection and development, parent involvement, and employer participation are provided. Benefits of community-based vocational training for disabled youth in preparation for transition to employment opportunities are illustrated through presentation of a case study.

168.
Hippolitus, Paul (n.d.).

College freshmen with disabilities: Preparing for employment. Washington, DC: Committee on Youth Development of the President's Committee on Employment of the Handicapped. The Higher Education and the Handicapped (HEATH) Resource Center of the American Council on Education.

post-secondary education / data analysis / job placement

The purpose of this second document (the first one was published in 1978) is to release detailed information on full-time disabled college freshmen for 1985. The intent is to help educators, administrators, and others involved with rehabilitation legislation plan and provide appropriate programs. The survey from which this document was compiled collected data on income, funding sources, academic achievement, academic goals, career aspirations, political views, and other concerns.

169.
Stodden, Robert A.; & Browder, Phyllis Meighen (1986).

Community based competitive employment preparation of developmentally disabled persons: A program description and evaluation. Education and Training of the Mentally Retarded, 21(1), 43-53.

community integration / vocational training / competitive employment / model programs

The integration of large numbers of disabled persons within the mainstream of society has furthered the development of several community-based employment preparation programs. Community-based training efforts are demonstrating that the work of developmentally disabled persons compares well with the work of their nonhandicapped peers. Factors contributing toward successful participation within competitive employment settings are specified for the areas of (a) training approach and methodology, (b) program management, and (c) trainee characteristics. Feedback from employers provides a basis for defining the strengths and needs of developmentally disabled persons within work environments.

170.
Kregel, John; Wehman, Paul; Seyfarth, John; & Marshall, Kathleen (1986).

Community integration of young adults with mental retardation: Transition from school to adulthood. Education and Training of the Mentally Retarded, 21(1), 35-42.

community integration / follow-up studies / Virginia

The present study assessed the degree of community integration of 300 young adults in Virginia who had participated in special education programs for students labeled mentally retarded. Surveys were administered by trained interviewers on variables related to basic self-care, home management, community usage, use of free time, recreational/leisure activities, and self-satisfaction. Results indicated that the individuals surveyed were generally satisfied with their present situation and most displayed some degree of competence in the area of independent living skills. Implications of the results and the necessity for future research are briefly discussed.

171.
Weisenfeld, Richard B. (1986).

The IEPs of Down [sic] syndrome children: A content analysis. Education and Training of the Mentally Retarded, 21(3), 211-219.

individualized education program (IEP)

While Public Law 94-142 required the creation of an Individual Education Program for each school-aged child with a handicap, few studies have looked at whether or not these mandated programs have complied with the regulations. This investigation reviewed the IEPs of 41 Down [sic] syndrome children in order to determine (a) whether or not the required elements were present in IEPs, and (b) whether or not long- and short-term goals and objectives were

written in measurable terms. The results emphasized the need to strengthen the abilities of school personnel to plan and write educational programs for students who are handicapped. A suggestion to limit the number of goals and objectives permitted for inclusion in an education plan for a student is discussed.

172.
Polifka, John C. (1981).

Compliance with Public Law 94-142 and consumer satisfaction. Exceptional Children, 48(3), 250-253.

Education for All Handicapped Children Act (P.L. 94-142)

A questionnaire comprising 12 items related to compliance with Public Law 94-142 (The Education for All Handicapped Children Act of 1975), parent satisfaction, and feelings about formal staffings was sent to 655 parents of children in special education. The sample and target population consisted of 100% of the parents of children in special education programs in an intermediate education service unit area in Northwest Iowa. Significant relationships were found between parent satisfaction and whether or not parents (a) were invited to an IEP (individualized education program) review, (b) were asked to help prepare an IEP, (c) were informed of their right to appeal if they disagreed with the educational placement decision for their children, and (d) felt that their children were placed in the appropriate special education programs. The majority of parents indicated that they preferred the formal staffing procedure versus the less formal parent conference for enrolling their children in special education. The results of this study confirm the conclusions of previous research that parents want to play a more active role in educational programming for their children.

173.
Martinson, M. C. (1982).

Interagency services: A new era for an old idea. Exceptional Children, 48(5), 389-394.

interagency cooperation / human services

Interagency planning and service delivery has been a long-term goal of professionals concerned with handicapped individuals. Efforts to achieve collaborative service bases have been given higher priority and sharper focus due to major shifts of emphasis and requirements in the design and implementation of service delivery systems. This discussion is intended to: (a) summarize precedents and developments affecting current efforts in developing collaborative service systems; (b) identify basic

processes essential to current efforts; (c) summarize basic interorganizational models relevant to interagency planning; (d) provide an illustrative planning model; (e) suggest basic problems associated with complex interagency negotiations; and (f) propose priorities for research, demonstration, and development.

174.
Ashby, Sylvia; & Bensberg, Gerard J. (Eds.) (1981).

Cooperative occupational preparation of the handicapped: Exemplary models. Lubbock, TX: Research and Training Center in Mental Retardation, Texas Tech University.

model programs / vocational training / interagency cooperation / vocational evaluation / curriculum

This report is concerned with the cooperative agreements established between public schools and state vocational rehabilitation agencies, the barriers involved in implementation, purposes of cooperative agreements, and the description of 10 national exemplary projects. Federal law and policy are discussed, as well as curriculum development in vocational education and vocational evaluation of the handicapped. Future recommendations in policy implementation conclude the report.

175.
Johnson, H. Wayne; McLaughlin, John A.; & Christensen, Margaret (1982).

Interagency collaboration: Driving and restraining forces. Exceptional Children, 48(5), 395-399.

interagency cooperation / vocational training / program development

An information base on interagency collaboration which can be used to direct the development of training strategies for persons involved in the design or operation of interagency endeavors is presented. Interagency collaboration is defined as a process in which two or more agencies integrate their resources to provide services to meet the individual needs of handicapped learners. Many key factors are associated with the success of interagency agreements, the most important being the degree to which people associated with the program can work together. The vehicles used to generate the information base were literature reviews, a working conference, and five case studies.

176.
Baxter, Jan M. (1982).

Solving problems through cooperation. Exceptional Children, 48(5), 400-407.

interagency cooperation / program development

This article provides a guide for using cooperative agreements to increase the utilization of community resources for servicing handicapped persons. It includes suggestions for using cooperative agreements to improve services and expand resources for the handicapped. Procedures for designing, implementing, and measuring the costs and benefits of cooperative programs are included.

177.
Greenan, James P.; & Phelps, L. Allen (1982).

Delivering vocational education to handicapped learners. Exceptional Children, 48(5), 408-411.

policy research / vocational education / special education

The purpose of this study was to provide vocational and special education personnel baseline data for determining policy research needs. The major objectives of the study were (a) to develop a survey instrument and technique for identifying the policy-related problems confronting state directors of vocational, special, and vocational special needs education and (b) to identify the major policy-related problem areas and problems. The state directors from each of the 50 states, District of Columbia, and surrounding territories identified eight problem areas: interagency cooperation and agreements; funding and fiscal policy; service delivery and program alternatives; personnel preparation; state legislation, plans, and policies; federal legislation and regulations; program evaluation and improvement; and attitudes.

178.
Gresham, Frank M. (1982).

Misguided mainstreaming: The case for social skills training with handicapped children. Exceptional Children, 48(5), 422-433.

mainstreaming / social skills / curriculum

This paper asserts that mainstreaming is based in part upon three faulty assumptions: (a) placement of handicapped children in regular classrooms will result in increased social interaction between handicapped and nonhandicapped children; (b) placement of handicapped children in regular classrooms will result in

increased social acceptance of handicapped children by their nonhandicapped peers; and (c) mainstreamed handicapped children will model the behavior of their nonhandicapped peers because of increased exposure to them. A large body of research is reviewed which refutes these three assumptions. An alternative approach is suggested whereby handicapped children would be taught the requisite social skills for effective social interaction and peer acceptance. Social skills curricula for use by both special and regular education teachers are suggested for accomplishing this end.

179.
Wehman, Paul; & Hill, Janet W. (1981).

Competitive employment for moderately and severely handicapped individuals. Exceptional Children, 47(5), 338-345.

model programs / competitive employment / advocacy

The purpose of this article is to present a trainer-advocacy approach to job site training and placement for moderately and severely handicapped individuals. A major focus of this article is that job placement into nonsheltered work environments should be a more frequent option for handicapped individuals than it has been in the past. A model program for job placement is discussed, with interim data presented on the individuals placed to date. At this point, more than $90,000 has been earned cumulatively by 33 moderately and severely handicapped individuals, most of whom had never worked competitively before.

180.
Frith, Greg H. (1981).

"Advocate" vs. "professional employee": A question of priorities for special educators. Exceptional Children, 47(7), 486-493.

advocacy / special education

A difficult situation arises for special educators when they are asked to serve as active advocates for handicapped children, while simultaneously being employed by a public school system, institution of higher education, or state education agency charged with responsibility for implementing various aspects of Public Law 94-142, the Education for All Handicapped Children Act of 1975. Potential conflicts in roles are discussed. Numerous examples of "advocacy dilemmas" are presented, along with a variety of pertinent questions.

181.
Miller, Sidney R.; Sabatino, David A.; & Larsen, Roger P. (1980).

Issues in the professional preparation of secondary school special educators. Exceptional Children, 46(5), 344-350.

personnel preparation / special education

The purpose of this study was to contrast university views with those of practitioners in defining professional preparation program efforts for secondary special educators. The impetus for the study was the paucity of secondary special education preparation programs (distinct from elementary, with clearly identifiable course patterns) in university catalog copy in the six states that comprise the U. S. Department of Health, Education, and Welfare's Region Five.

Discrepancies were noted between administrators in local education agencies and those in universities on three issues: (a) the preparation of secondary special educators in language remediation, (b) the restructuring of the standard K-12 teaching certificate into a K-6 and 7-12 licensure, and (c) the identification of teaching competencies necessary to the successful implementation of mainstreaming.

182.
Miller, John K.; Munson, Harold L.; Gargantiel, Carol W.; & Huang, Jerry (Chin-Li) (1980).

Occupational training of the hearing impaired. Exceptional Children, 46(6), 424-431.

vocational education / hearing impaired

This study explored and compared goal preferences of school administrators, pupil personnel services staff, instructors, students, and parents involved with four programs that mainstream hearing impaired students in regular occupational education courses for one half of each school day. Striking agreement was found between educators and program clientele regarding both goals in general and the similarity of objectives for handicapped and nonhandicapped pupils. However, notable differences were found among groups in relation to the aims of occupational education and the mainstreaming features of the programs. Practical and theoretical implications of the findings are considered.

183.
Donaldson, Joy (1980).

Changing attitudes toward handicapped persons: A review and analysis of research. Exceptional Children, 46(7), 504-514.

attitudes / research synthesis

Research on the modification of attitudes toward disabled persons is reviewed in an attempt to delineate factors common to successful interventions. Important factors in reducing negative or stereotypic attitudes toward handicapped persons appear to include consideration for the status of the handicapped person in relation to the nonhandicapped target population, allowance for sanctioned staring and other methods of discomfort reduction on the part of the nondisabled, and avoidance of inadvertent reinforcement of stereotypes. Several theoretical constructs are offered as explanations for successful interventions. These include a Lewinian model of attitude change, information processing and presenter credibility considerations, novel stimulus and discomfort reduction hypotheses, and the concept of empathic development. Practical applications of research implications are discussed, and suggestions for future research are given.

184.
Higgins, Scottie; Ross, John W.; & Hockenberry, Cathe (1979).

Options and alternatives: Policy decisions yet to be made. Exceptional Children, 46(1), 34-39.

policy research / federal legislation

Significant changes in federal policy have occurred over the past decade to assure the rights of handicapped individuals to a free, appropriate public education. Some of the policy changes have been procedural in nature; others have required professional reexamination and reinterpretation. It becomes important to set priorities for policy issues in terms of impact and to develop the necessary options and alternatives required for successful implementation at the local, intermediate, and state level. This article reviews the development of policy, identifies emerging policy issues, and describes a national research project's response to determine appropriate policy options and alternatives so that decision makers can continue to meet the policy needs of the 1980's.

185.
Dunst, Carl J. (1979).

Program evaluation and the Education for All Handicapped Children Act. Exceptional Children, 46(1), 24-31.

program evaluation / Education of All Handicapped Children Act

Public Law 94-142 states that the impact of programs authorized under the Act be adequately evaluated. This article describes the

evaluation requirements as delineated in the Act and specifies the type of evaluation that is necessary to meet the stated requirements. An experimental evaluation approach is recommended for assessing the efficacy of programs and projects operated under the Act. Examples of the use of quasi-experimental designs for evaluative purposes are presented.

186.
Price, Marianne; & Goodman, Libby (1980).

Individualized education programs: A cost study. Exceptional Children, 46(6), 446-454.

individualized education program (IEP) / cost-effectiveness

This investigation examined the amount of time and the costs associated with the development of individualized education programs for a cross-section of exceptional students. Seventy-five teachers provided data on the time required to prepare IEP documents for a sample of 807 exceptional children. Analysis of the data indicated a considerable time investment in the IEP process. The data showed that IEP development preempted instructional activities and that teachers contributed a significant amount of their own personal time in order to accomplish the IEP requirement.

187.
U. S. Department of Labor. Employment Standards Administration. Employment and Training Administration (1977).

Sheltered workshop study: A nationwide report on sheltered workshops and their employment of handicapped individuals (Vol. II). Study of handicapped clients in sheltered workshops and recommendations of the Secretary. Washington, DC: Author.

sheltered workshops / data analysis

Volume II of the Sheltered Workshop Study was designed to examine the relationship between the workshop and the physically or mentally handicapped person being served in 1976. Tabulated data permit an assessment of the client's ability to earn a wage and live independently in the community. (Volume I of this study is Entry No. 381 in the Annotated Bibliography on Transition from School to Work, Vol. 1.)

188.
U. S. Department of Labor. Employment Standards Administration (1983).

The sheltered workshop: A statement of principles. Washington, DC: Author.

sheltered workshops

This monograph is a statement of the purpose and objectives of sheltered workshops for the rehabilitation, training, and employment of handicapped individuals.

189.
Rusch, Frank R.; & Minch, Kathleen E. (1987).

Identification of the supported work model of competitive employment: A review and analysis. Manuscript submitted for publication.

research synthesis / competitive employment

This article identifies follow-up practices related to the supported-work model of competitive employment. Ten critical elements were identified, ranging from discussing the rationale for the model with the employing agency to focusing upon strategies necessary for long-term employment. This review was based upon a limited, available research literature. Consequently, this review also relied upon the recommendations of a handful of model program innovators. In addition to identifying these elements, this article focused upon the roles of coworkers and job coaches. Recommendations for future research are suggested.

190.
Lam, Chow S. (1986).

Comparison of sheltered and supported work programs: A pilot study. Rehabilitation Counseling Bulletin, 30(2), 66-82.

sheltered workshops / supported work / data analysis

Two random samples of developmentally disabled workers, one sample from sheltered workshops, the other from a supported work program, were compared in terms of client characteristics, program effectiveness, cost effectiveness, and job satisfaction. Results suggested that the sheltered workshop program was more effective than the supported work program in terms of the number of hours worked by clients, with no differences in earnings. It seemed more cost effective to serve clients with borderline to mild mental retardation in the supported work model and to serve

clients with moderate to severe mental retardation in the workshop model. Clients of both programs expressed a high degree of job satisfaction. In general, the two programs appeared to be serving clients with comparable characteristics.

191.
Las Cumbres Learning Services, Inc. (Producer) (1987).

Wait 'til you see what I can do [videotape]. Los Alamos, NM: Producer. (Comp. No. 84.158A - OSERS File No. 28)

attitudes / community integration / social skills

This videotape is a product of the Las Cumbres Learning Services, Inc. and presents a series of four public service announcements for television. These spots show mentally retarded and developmentally disabled youths and adults at work and at home. The series has been designed to increase public awareness of the capabilities of the mentally retarded by showing individuals involved in daily activities. These are for sale: series of four, $175; individually priced at $50.

192.
McEver, Mary Lou (1976).

Career guidance and the Dictionary of Occupational Titles. Exceptional Children, 43(1), 31-33.

job placement /job analysis / career guidance

The purpose of this article is to introduce a system of classification, the Dictionary of Occupational Titles (DOT), to those persons who may be unfamiliar with it, to encourage those familiar with it to look more closely at its varied uses, and finally to demonstrate this system's usefulness in both organizing placement information and transferring it to curriculum use.

193.
Abeson, Alan; & Zettel, Jeffrey (1977).

The end of the quiet revolution: The Education for All Handicapped Children Act of 1975. Exceptional Children, 44(2), 114-128.

Education for all Handicapped Children Act / policy research

The purpose of this article is to relate the recent history of the major policies contained in the Education for All Handicapped Children Act of 1975, P. L. 94-142. It provides a historical

perspective of state and federal litigation and legislation that both directly and indirectly influenced the conception of this law. The "quiet revolution" to which the authors refer concerns the time period 1970 to the opening of school in September 1978. During that time policies were established to guarantee the educational rights of all handicapped children. Efforts from this point on must shift from the establishment of policy to the implementation of that policy.

194.
Ballard, Joseph; & Zettel, Jeffrey (1977).

Public Law 94-142 and Section 504: What they say about rights and protections. Exceptional Children, 44(3), 177-184.

Education for All Handicapped Children Act / policy research / Vocational Rehabilitation Act of 1973

This article presents an in-depth analysis of the specific language and principal intent of P. L. 94-142. The authors use a question and answer format for their discussion. Frequent reference is made to Section 504 of the Vocational Rehabilitation Act of 1973.

195.
Halpern, Andrew S. (1979).

Adolescents and young adults. Exceptional Children, 45(7), 518-523.

special education / curriculum / vocational education

Even though services for handicapped adolescents and young adults have been especially lacking in the field of special education, new opportunities have emerged during the 1970s that could results in great improvements during the 1980s. If these improvements are actually to occur, some changes will be required in both the design and implementation of instruction and in the methods of student assessment. The author identifies some of these recommended changes in the areas of academic instruction, personal-social development, daily living skills, prevocational and vocational instruction, applied performance versus knowledge testing, and product versus process measurement.

196.
Rose, Terry L.; & Gottlieb, Jay (1981).

Transfer of training: An overlooked component of mainstreaming programs. Exceptional Children, 48(2), 175-177.

mainstreaming / generalization / least restrictive environment

As mainstreaming becomes an increasingly common arrangement for the education of handicapped learners, considerable attention will have to be directed toward developing educational techniques that will allow or enable learners to participate effectively in the regular classroom. Merely shifting students from one physical location to another will not result in improved performance. Active programming is necessary to ensure that the learner's performance improves as a result of placement in the least restrictive settings. One critical element in educational planning and programming is assisting handicapped learners to transfer skills learned outside the regular classroom to the regular classroom. Transfer of such training is not likely to be a spontaneous occurrence; it must be programmed. The authors indicate three general approaches that a teacher might use in order to generalize the learned information.

197.
Lusthaus, Charles S.; Lusthaus, Evelyn W.; & Gibbs, Howard (1981).

Parents' role in the decision process. Exceptional Children, 48(3), 256-257.

parent involvement / individualized education program (IEP)

Recent legislation, particularly P. L. 94-142, had provided parents of children receiving special services the right and responsibility of being involved in planning for their children's education. Parental involvement in the individualized education program (IEP) conference, or planning meeting, has been mandated by law and has created concern among both parents and professionals about how this regulation will be implemented. This article presents the results of a study which attempted to gain understanding of parents' positions on the roles they now play and the roles they would like to play in the decision-making process of planning for their children's education. Parents in this study stated that the role they play vis-à-vis their schools is one of information giving and receiving. They also said that, in general, this is the role they wish to play. However, they indicated that they want more than an informational role in three areas: the kinds of information kept on their children; medical services for their children; and transfer of their children to other schools. Generally, the authors conclude that at present parents and professionals have similar ideas about who should be making educational decisions.

198.
Smith, Tom E. C. (1981).

Status of due process hearings. Exceptional Children, 48(3), 232-236.

due process hearings / special education / data analysis

The departments of education of the 50 states and the District of Columbia were surveyed to determine the status of due process hearings for placement of children in need of special education services. Data from 42 respondents revealed that (a) differences exist among states in selecting, training, and assigning officers; (b) parents initiate the majority of hearings, but decisions are most often in favor of the schools; and (c) hearing decisions appealed to the state departments of education are overturned approximately as frequently as upheld. Results indicated that due process hearings are often used to resolve differences between schools and parents of handicapped children.

199.
Stotland, Janet F.; & Mancuso, Ellen (1981).

US Court of Appeals decision regarding Armstrong v. Kline: The 180 day rule. Exceptional Children, 47(4), 266-270.

due process hearings / Pennsylvania / The Education for All Handicapped Children Act / 180 day rule

On June 21, 1979, Judge Clarence C. Newcomer of the United States District Court for the Eastern District of Pennsylvania issued his decision and order in the case of Armstrong v. Kline. Judge Newcomer held that the undisputed policy and practice of the Pennsylvania Department of Education of refusing to provide or fund the provision of a program of special education and related services in excess of 180 days per year to any handicapped student was in violation of Public Law 94-142. Also held to be in violation of the law was the Department's companion policy of instructing all hearing officers who preside at special education due process hearings that they were without the power to order or approve any educational programs exceeding 180 days per year. On July 15, 1980, the Appellate Court upheld the District Court in three separate opinions. This article describes the decision of the District Court, explains how the reasoning of the Appellate Court differs, and points out some of the implications of the Appellate Court's holding.

200.
Bensky, Jeffrey M.; Shaw, Stan F.; Gouse, Allen S.; Bates, Herman; Dixon, Benjamin; & Beane, William E. (1980).

Public Law 94-142 and stress: A problem for educators. Exceptional Children, 47(1), 24-29.

The Education for All Handicapped Children Act / personnel preparation / program development

This study investigated stress and its relationship to educators and Public Law 94-142. The results clearly imply that (a) many aspects of the law are creating stress for educators; (b) clear role expectations and frequency of P. L. 94-142 compliance by a school system can be stress factors; and (c) there are various stress conditions related to the law that are impinging on educators. Results are discussed in terms of the prevention and remediation strategies that school systems, administrators, and personnel can take to alleviate some of the stress.

201.
Leonard, Judith (1981).

180 day barrier: Issues and concerns. Exceptional Children, 47(4), 246-253.

180 day rule / special education / The Education for All Handicapped Children Act

Legal and educational issues related to year-round education for handicapped individuals are discussed. A review of legal developments supporting 12 month education and a historical exploration of the goals of compulsory schooling demonstrate the inherent conflict between providing a free appropriate education to all handicapped children and the existence of the 180 day rule. Additional arguments in support of year-round schooling are based on the concerns of parents and teachers, as well as the apparent methodological advantages to avoiding lengthy breaks in programming for the severely handicapped children. Finally, it is suggested that the concept of year-round schooling is not inconsistent with the goals of mainstreaming and the need of severely handicapped individuals to have the opportunity to generalize learned skills.

202.
Duffey, James B.; Salvia, John; Tucker, James; & Ysseldyke, James (1981).

Nonbiased assessment: A need for operationalism. Exceptional Children, 47(6), 427-434.

special education / discrimination / student assessment

The current technical history of nonbiased assessment is highlighted. Definitions of fairness and experts' attempts to alleviate problems associated with bias in assessment are reviewed. Factors relating to nonbiased assessment are emphasized that normally do not receive sufficient attention. Decisions currently made as a result of the assessment process are reviewed and an examination made of how decisions based on inappropriate evaluation can negate the validity of the assessment process. Finally, the utility of many recent efforts to resolve the problems of bias in assessment is questioned, and it is suggested that very basic systematic changes are needed before real progress can be made in reducing bias in assessment.

203.
Jones, Thomas W.; Sowell, Virginia M.; Jones, Julie K.; & Butler, Lester G. (1981).

Changing children's perceptions of handicapped people. Exceptional Children, 47(5), 365-368.

attitudes / mainstreaming

Seventy-four children, ages 7 to 9 years, were randomly assigned to two groups. One group received a pretest measure of perceptions of handicapped people. Both groups then participated in a 5-hour program of activities planned to enable the children to perceive and experience the needs of handicapped people and to synthesize their perceptions. The activities included simulations, interactions with handicapped people, and discussions. Posttest scores demonstrated significant positive changes in the children's perceptions of handicapped people.

204.
Donaldson, Joy (1981).

The visibility and image of handicapped people on television. Exceptional Children, 47(6), 413-416.

attitudes / mass media

A random sample of prime time television programming during spring 1979 was analyzed to determine the visibility and image of characters portrayed as handicapped. Results suggested that handicapped persons are, overall, not highly visible and are as likely to appear in negative roles as positive ones. Implications include the suggestion that prime time television probably serves more to maintain societal devaluation of handicapped individuals than to foster positive attitudes and interactions.

205.
Larsen, Larry; Goodman, Libby; & Glean, Richard (1981).

Issues in the implementation of extended school year programs for handicapped students. Exceptional Children, 47(4), 256-263.

The Education for All Handicapped Children Act / special education / 180 day rule

For some severely and profoundly handicapped children who have a regression-recoupment disability, the lengthy interruption in school programming during the summer months poses serious obstacles to learning. As a result of court decisions in Armstrong v. Kline and Battle v. Commonwealth, the public schools now have an obligation to identify these children and to provide programs suited to their needs. School personnel are urged to take the initiative in developing quality extended school year programs that accommodate the need for clear eligibility criteria based on valid and reliable student performance data; reducing the number of students in need through effective instruction and parent/home involvement; exploring the use of alternative service models; identifying funding mechanisms for extended year programs; and operating programs cost effectively.

206.
Ekstrom, Ruth B.; Freeberg, Norman E.; & Rock, Donald A. (1987).

The effects of youth employment program participation on later employment. Evaluation Review, 11(1), 84-101.

vocational training / follow-up studies / program evaluation

A three-year follow-up of a national sample of 419 youth employment training program participants and 356 nonparticipants of comparable background showed that participants obtained more months of employment and had greater job satisfaction. These statistically significant differences were sustained even after controlling for the effects of age, sex, race/ethnicity, economic status, and local unemployment rate as well as for preprogram levels of education and reading ability. Program effectiveness, as determined by participant-control differences in months of employment, was greater for minority than nonminority youth and greater for females than for males.

207.
Gorski, Robert (1986).

A capitol concern with employment: New laws focus on workers with disabilities. Disabled USA, 1-2, pp. 6-7.

Supplemental Security Income (SSI) / federal legislation / supported work

The 99th session of Congress produced much legislation affecting people with disabilities. This article briefly describes significant provisions from three laws that support employment efforts.

208.
Gregory, James F.; Shanahan, Timothy; & Walberg, Herbert J. (1985).

A national survey of mainstreamed hearing impaired high school sophomores. Journal of Rehabilitation, 51(1), 55-58.

data analysis / hearing impaired / secondary education

Data on 686 mainstreamed hearing impaired high school sophomores were compared to data on 26,418 of their normally hearing peers on demographic characteristics, academic achievement, and indices of motivation. The auditorily impaired group tended to be older and to have a higher incidence of students of Hispanic background than did the normally hearing group. In all areas of academic achievement tested (reading, writing, vocabulary, civics, science, and mathematics), the pupils with hearing disabilities fared more poorly than did those with normal hearing. The results of the comparisons of motivation were somewhat mixed. While the deaf and hard-of-hearing subjects reported taking the same number of general academic and honors courses and watching television to the same degree as did their hearing classmates, these auditorily handicapped students reported doing less homework and failing to complete homework assignments more often, and they evidenced less ambitious plans for the future.

209.
Botterbusch, Karl F.; & Michael, Nancy (1985).

Testing and test modification in vocational evaluation. Menomonie, WI: Materials Development Center. Stout Vocational Rehabilitation Institute. School of Education and Human Resources. University of Wisconsin-Stout.

vocational evaluation / psychological measurement

This publication is intended to be a practical guide for the selection, use, and, if necessary, the modification of psychological tests within an evaluation assessment setting. Evaluators, special needs personnel, private practitioners, and manpower training programs will find this document useful. It contains three major sections. Part I presents general information

on tests, their selection, and use within evaluation programs. Part 2 discusses the modification of tests for special disability groups. Part 3 reviews tests commonly used in evaluation.

210.
Gregory, James F.; Shanahan, Timothy; & Walberg, Herbert J. (1984).

Mainstreamed hearing-impaired high school seniors: A re-analysis of a national survey. American Annals of the Deaf, 124(1), 11-16.

hearing impaired / data analysis / secondary education

Of 26,146 high school seniors surveyed in the recent High School and Beyond study, 514 identified themselves as having hearing problems. The data on these respondents were compared to those on their normally hearing peers regarding demographic characteristics, academic achievement, and motivation. Black students were underrepresented among mainstreamed hearing-impaired seniors. Furthermore, the hearing-impaired subgroup's scores on indices of academic achievement and motivation were significantly lower than those of the hearing group. These findings highlight a need for more extensive academic and guidance support services for this population if its potential is to be realized.

211.
Gregory, James F.; Shanahan, Timothy; & Walberg, Herbert. (1986).

A profile of learning disabled twelfth-graders in regular classes. Learning Disability Quarterly, 9(1), 33-42.

secondary education / data analysis / learning disabilities

Of the 26,147 twelfth-graders on whom survey data from the national High School and Beyond study were complete, 439 (1.7%) identified themselves as having specific learning disabilities. Comparisons between the data on these students and those on their nonimpaired peers showed that the learning disabled group (a) was older, (b) included a disproportionately high number of minority members, and (c) reported significantly more "other handicapping conditions." Likewise, the learning disabled students scored significantly lower on all measures of academic achievement tested and on most indices of self-esteem and motivation. They also reported more serious trouble with the law. Parity was only uncovered on such variables as amount of television viewing and school-based extracurricular activities. Implications of the findings are discussed.

212.
Gregory, James F.; Shanahan, Timothy; & Walberg, Herbert (1985).

Learning disabled 10th graders in mainstreamed settings: A descriptive analysis. Remedial and Special Education, 6(4), 25-33.

learning disabilities / secondary education / data analysis

Of the 30,030 sophomores for whom survey data from the national High School and Beyond study were complete, 810 (2.7%) identified themselves as having specific learning disabilities. Various comparisons were made between these learning disabled (LD) 10th graders and their non-learning-disabled (NLD) peers. The LD group was older, had a disproportionately high representation of blacks and Hispanics and an underrepresentation of whites, and reported more secondary handicapping conditions than did the NLD cohort. In all areas of academic achievement tested, the LD pupils showed significant deficits. The LD adolescents also had lower indices of motivation, adjustment, locus of control, independence, self-perception of attractiveness and popularity, and of scholastic orientation of close friends. Furthermore, the LD contingent evidenced more legal and school-related problems. The two groups, however, acknowledged spending equal amounts of time in out-of-school activities. Speculations regarding the findings are offered.

213.
Gregory, James F.; Shanahan, Timothy; & Walberg, Herbert (1985).

What were they like in high school? Profile of speech-disabled sophomores from a 1980 national study. American Rehabilitation, 11(1), 9-15, 32.

secondary education / data analysis / speech disabilities

This article is an analysis of the data on speech-disabled sophomores taken from a 1980 large scale national survey (the High School and Beyond study) of sophomore and senior year general high school populations. The intent of this analysis is to provide speech specialists, professionals in rehabilitation, and others with a relevant profile of the populations with which they are working.

214.
Young Adult Institute (Producer) (1986).

Project Employment program presentation [Videocassette]. (On Our Own television series.) New York: Producer. (Comp. No. 84.158A - OSERS File No. 30)

advocacy / competitive employment / employer involvement

This 8-1/2 minute video presents a program overview for industry association meetings and individual corporate presentations.

215.
Young Adult Institute (Producer) (1986).

Competitive employment [Videocassette]. (On Our Own television series.) New York: Producer. (Comp. No. 84.158A - OSERS File No. 30)

competitive employment / advocacy / employer involvement

This one-half hour video features a competitively employed developmentally disabled individual who shares his dreams, aspirations, and feelings on being a productive citizen. His positive work ethics demonstrate why agencies and corporations should employ developmentally disabled people.

216.
Young Adult Institute (Producer) (1986).

Transitions [Videocassette]. (On Our Own television series.) New York: Producer. (Comp. No. 84.158A - OSERS File No. 30)

transition / program development

In this one-half hour video, Drs. Lou Brown and Pat Van der Veer, experts on employment for mentally retarded persons, share their suggestions for making the transition from school to work for a severely disabled individual.

217.
Dever, Richard B.; & Easterday, Joseph R. (n.d.).

Effective transition programming for severely handicapped individuals (Working Paper #87-1). Bloomington, IN: Center for Innovation in Teaching the Handicapped. School of Education. Indiana University. (Comp. No. 84.158A - OSERS File No. 26)

transition / program development / interagency cooperation

One of the most pervasive problems in providing transition services for retarded persons is the need for cooperation across the agencies that serve them. This paper examines the need for cooperative programming and proposes some directions for exploration for effective and comprehensive transition programming.

218.
Easterday, Joseph R.; Dever, Richard B.; & Sitlington, Patricia L. (n.d.).

Severely handicapped youth competing in the labor market: Implementation and effectiveness report from the first two years of Project COMPETE (Working Paper #87-2). Bloomington, IN: Center for Innovation in Teaching the Handicapped. School of Education. Indiana University. (Comp. No. 84.158A - OSERS File No. 26)

competitive employment / program evaluation / Project COMPETE

This project status report presents a portion of the implementation procedures and data collected in the first two years of Project COMPETE activities. Although incomplete, these data do indicate the general thrust of the project and demonstrate the efficacy of project activities related to the development of the COMPETE model.

219.
Tucson Unified School District (n.d.).

Toward a quality adult life: Planning for transition from school to work: A parent resource packet. Tucson, AZ: Author. (Comp. No. 84.158C - OSERS File No. 134)

parent involvement / individualized transition plans / Arizona

This project product is a resource packet to help parents assist their disabled children in their transition from school to employment and the adult world in Tucson, Arizona. The importance of transition planning is explained in the context of the total transition process. A directory of local agencies and organizations has been compiled to assist parents in contacting appropriate offices for help.

220.
Palmer, John T.; Velleman, Ruth; & Shafer, Dave (1984).

The transition process of disabled youth: A literature review. Unpublished manuscript. Human Resources Center, Albertson, NY. (Comp. No. 84.078C - OSERS File No. 103)

transition / literature review

This document represents an extensivn review of the content of several research, demonstration and training projects funded by the Federal government, and a review of literature databases which focused on the transition of disabled youth from school to other

pursuits. As such the literature presented is representative of information available to professionals in the transition field.

221.
Seltzer, Marsha Mailick (1984).

Patterns of job satisfaction among mentally retarded adults. Applied Research in Mental Retardation, 5(1), 147-159.

job satisfaction / follow-up studies

This study examined the correlates of job satisfaction in a sample of 65 mentally retarded adults who had been released from a state institution nearly five years prior to the research. The sample members were divided into four groups on the basis of their job status and job mobility. In two of the groups, sample members were downwardly mobile. In the other two groups, they were either upwardly mobile or had maintained a stable employment status. It was found that the downwardly mobile sample members were much less satisfied with their jobs than were those who were not downwardly mobile. Other variables that were found to correlate with sample members' job satisfaction included the size of the work setting, the social skills and communication skills of the sample members, and the extent to which sample members were given feedback about their performance by their supervisors at work.

222.
Martin, James E.; & Husch, James V. (in press).

School-based vocational programs and labor laws. The Journal of the Association for Persons with Severe Handicaps.

vocational education / job placement / U. S. Fair Labor Standards Act / income

Vocational programs have become an important part of the educational curriculum for students with moderate to severe handicapping conditions. Community-based instruction beginning at the elementary level, and emphasis upon placement during the latter school years, have created a need for school staff to better understand labor rules and regulations. This paper reviews the rules and regulations of the U. S. Fair Labor Standards Act in relation to school-based vocational programs. The payment of wages across different training and placement options is emphasized.

223.
Clark, Blake S. (1982).

Are disabled trainees handicapped by our designs? Training and Development Journal, 36(7), 56-58, 60-61.

vocational training / barriers / employer involvement / attitudes

This article is written from a training perspective to highlight the implications of accommodating disabled trainees in workshops, seminars, conferences, or other means of instruction. The guidelines provided will serve to channel the professional's planning and design efforts so that he or she may meet the needs of disabled trainees. Breaking down barriers to learning opportunities for the disabled benefits everyone involved in the training process.

224.
O'Connor, Gail (1983).

Presidential address 1983: Social support of mentally retarded persons. Mental Retardation, 21(5), 187-196.

human services / community integration / social support

The 1983 presidential address focuses on the concept of social support and its importance for the adequate functioning of both the individual and the family. A variety of aspects of this concept in relation to mentally retarded individuals are reviewed, and the potential impacts for research and provision of human services are discussed.

225.
Schroedel, John G. (1979).

Attitudes toward persons with disabilities: A compendium of related literature. Albertson, NY: Human Resources Center. (Comp. No. 84.158A - OSERS File No. 29)

attitudes / literature review / social skills / employer attitudes

The 110 abstracts of studies on attitudes toward disabled persons in this Bibliography are grouped into three sections: (I) Techniques of Changing Attitudes, (II) Social Interaction, and (III) Employer Attitudes.

Each part is introduced by an Overview, which reflects the research literature as abstracted. The overviews set a perspective by threading together, in narrative form, key concepts shared by groups of abstracts. Each Overview is also organized into six or more subheaded sections, each of which discusses a cluster of

related abstracts. Following a section of the Overview is a "See-List ," which refers the reader to specific abstracts in their respective alphabetical series in that section. The Overviews are thus a narrative index designed to enhance information retrieval by the reader.

226.
Aiken, Linda H.; & Kehrer, Barbara H. (Eds.) (1985).

Evaluation studies review annual (Vol. 10). Beverly Hills: SAGE Publications.

evaluation / research synthesis

This latest volume in this evaluation series assembles the contributions of 110 researchers and practitioners in the evaluation field. The 41 case studies, position papers, and analyses offered in this collection provide a comprehensive overview of the current state of evaluation knowledge. Six program evaluation areas are reviewed: health care, education, employment and income maintenance, housing, transportation, and criminal justice. The authors also explore the major methodological issues and public policy implications of current evaluation studies.

227.
Ballard, Joseph; Ramirez, Bruce A.; & Weintraub, Frederick J. (Eds.) (1982).

Special education in America: Its legal and governmental foundations. Reston, VA: The Council for Exceptional Children.

special education / federal legislation / policy research

This book chronicles the legislative and governmental foundations of special education in the U. S. Background on the historical development of policy and programs for the handicapped is provided, as well as policy implementation, explanations and interpretation of the laws and rights of the handicapped. References are appended to each chapter to provide further sources for research. Appendix B of this book provides a comprehensive listing of all federal laws for the handicapped.

228.
Bellamy, G. T.; Rhodes, L. E.; Wilcox, B.; Albin, J.; Mank, D. M.; Boles, S. M.; Horner, R. H.; Collins, M.; & Turner J. (1984).

Quality and equality in employment services for adults with severe disabilities [DRAFT]. Eugene, OR: University of Oregon. (Comp. Nos. 84.023G & 84.158A)

policy research / income / job placement / vocational training

This paper is written in response to Brown and his colleagues (see Entry No. 229) who propose a waiver of direct pay for adults with severe intellectual handicaps. The purpose here is to provide an alternate perspective that may assist in national discussion of employment options for persons with severe disabilities. The issue of appropriate employment services and job opportunities is timely and deserves in-depth analysis. In the next few years thousands of youth with severe disabilities will face the transition from school to work and adult life. Their employment status and adult life-styles will depend greatly on the decisions and policies that are made today.

The paper reviews the position advanced by Brown et al. (1984), identifies some important points of agreement, and highlights critical problems with the program they propose. The paper concludes with the outline of an alternative framework for development of quality and equality in employment for persons with severe disabilities.

229.
Brown, Lou; Shiraga, Betsy; York, Jennifer; Kessler, Kim; Strohm, Beth; Sweet, Mark; Zanella, Kathy; VanDeventer, Pat; & Loomis, Ruth. (1984).

The direct pay waiver for severely intellectually handicapped workers [DRAFT]. Madison, WI: University of Wisconsin; Madison Metropolitan School District; and Wisconsin Department of Health and Social Services.

direct pay waivers / competitive employment / Wisconsin

The authors argue here that one major reason why the vast majority of severely intellectually handicapped adults are prevented from performing meaningful work in nonsheltered environments is the requirement that they cannot do so unless they receive direct pay. The position offered in this monograph is that as long as direct pay is an admission requirement, they will be confined to unacceptable segregated environments. Further, the highly selective and closely monitored use of a direct pay waiver seems a reasonable procedure that can be used to arrange for nonsheltered functioning, until the attitudes and skills necessary for direct pay can be engendered.

230.
Perlman, Leonard G.; & Austin, Gary F. (1986).

The transition to work and independence for youth with disabilities. A Report of the Tenth Mary E. Switzer Memorial Seminar. Alexandria, VA: National Rehabilitation Association.

transition / policy research / federal legislation / program development

The format of this monograph closely follows the proceedings of the tenth Mary E. Switzer Memorial Seminar. Each of the six "action papers" specifically prepared for the seminar are shown as chapters and include a section on excerpts of "reviews" and comments of each paper made by the participants. Summaries are provided, where appropriate, in the areas of transition policy and program development, service delivery, research, training, and legislation.

231.
Mangrum, Charles T., II; & Strichart, Stephen S. (1984).

College and the learning disabled student: A guide to program selection, development, and implementation. Orlando, FL: Grune & Stratton, Inc.

post-secondary education / learning disabilities / program development

This book is concerned with the college opportunities for learning disabled students in the U. S. It pulls together information and resources on programs, organizations, and associations. The authors surveyed and visited many colleges with LD programs. Responses provide information on admission policies, program development and implementation, characteristics of students in these programs, and cooperation beteeen high school and college personnel in preparation of LD students for this transition.

232.
Pankowski, Joseph; & Rice, B. Douglas (Eds.) (1981).

Report from the study group on peer counseling as a rehabilitation resource. Hot Springs, AR: Arkansas Rehabilitation Research and Training Center.

peer involvement / human services / rehabilitation counseling

The purpose of this document is to help state vocational rehabilitation agencies and others plan, develop, and implement peer counseling services. This document should enhance service delivery as it articulates a resource of vast potential.

233.
Will, Madeleine (1986).

Educating students with learning problems: A shared responsibility. Washington, DC: Office of Special Education and Rehabilitative Services. U. S. Department of Education.

special education / learning disabilities / research synthesis / program development

This monograph is the result of an OSERS effort to assess the status of the nation's programs for helping students who have learning problems. Recommendations are made to improve current weaknesses in the education process and to provide a basis for discussion for future research.

234.
Hersen, Michel; Eisler, Richard M.; & Miller, Peter M. (Eds.) (1987).

Progress in behavior modification (Vol. 21). Newbury Park, CA: SAGE Publications.

behavioral training strategies / social skills / competitive employment / behavioral assessments / community integration

This is the 21st volume in a series of books that review developments on a yearly basis in the growing field of behavior modification. This volume overviews such areas as behavior therapy for the visually handicapped, review of multifactor prevention trials of coronary heart disease, competitive employment for workers with mental retardation, assessment of assertion, and behavioral management of hypertension.

235.
Weintraub, Frederick J.; & Ramirez, Bruce A. (1985).

Progress in the education of the handicapped and analysis of P. L. 98-199: The Education of the Handicapped Act Amendments of 1983. Reston, VA: Council for Exceptional Children.

Education for All Handicapped Children Act of 1975 / Education of the Handicapped Act (EHA) Amendments of 1983 / policy research / program development

This monograph is part of a series by CEC devoted to special education in America and its legal and governmental foundations. Highlighted here are findings of selected major evaluation studies contracted for the U. S. Department of Education, the data collected by this Department, and the Annual Reports submitted by

the Department to the Congress. This is a summary that attempts to present broadly the implementation of P. L. 98-199.

236.
Turnbull, H. Rutherford; & Fiedler, Craig R. (1985).

Judicial interpretation of the Education for All Handicapped Children Act. Reston, VA: Council for Exceptional Children.

Education for All Handicapped Children Act of 1975 (P. L. 94-142)

This monograph is part of a series by CEC devoted to special education in America and its legal and governmental foundations. Highlighted here are findings of selected major evaluation studies contracted for the U. S. Department of Education, the data collected by this Department, and the Annual Reports submitted by the Department to the Congress. This is a summary and attempts to present broadly the judicial interpretation of the Education for All Handicapped Children Act.

237.
Tenney, Fred; DeMarsh, Joseph P.; Karimi, Sherry; & Zrihen, Pamela (1986).

Project Bridge FY02 status report. Scottsdale, AZ: Southwest Business, Industry and Rehabilitation Association. (Comp. No. 84.023D - OSERS File No. 8)

Project BRIDGE / business and industry / job matching

This report reviews the background and rationale for the project and then presents the various goals and objectives for each fiscal year. These criteria are then utilized to evaluate the program's performance. The report ends with a summary of results and review of third year activities.

238.
Rusch, Frank R.; & Phelps, L. Allen (1987).

Secondary special education and transition from school to work: A national priority. Exceptional Children, 53(6), 487-492.

special education / transition / federal legislation / Secondary Transition Intervention Effectiveness Institute

The economic, educational, and community adjustment difficulties of youth with handicaps are reviewed in the context of historical antecedents and of the U. S. Office of Special Education and Rehabilitative Services' transition initiative. The conceptual and

organizational frameworks for the University of Illinois' federally sponsored Transition Institute are presented.

239.
Hardman, Michael; & McDonnell, John (1987).

Implementing federal transition initiatives for youths with severe handicaps: The Utah Community-Based Transition Project. Exceptional Children, 53(6), 493-498.

community integration / Utah Community-Based Transition Project / barriers / transition

This article describes the Utah Community-Based Transition Project, a model guiding transition planning for youth with severe disabilities. This planning process is aimed at facilitating the coordination and expansion of community services for each graduate. Model components are discussed, and barriers facing states as they attempt to implement effective transition planning models are addressed.

240.
Mithaug, Dennis E.; Martin, James E.; & Agran, Martin (1987).

Adaptability instruction: The goal of transitional programming. Exceptional Children, 53(6), 500-505.

adaptive behavior / job retention / model programs / curriculum

This article describes an instructional model designed to teach students generic employment adaptability skills. Failure to acclimate to a dynamic work environment has been suggested as a primary reason for job termination. The need to adapt to changes in work environments and maintain acceptable levels of work performance is critical for employment success. The model describes how to teach students to adapt to these changes and includes four major components: (a) decision making, (b) independent performance, (c) self-evaluation, and (d) adjustment. Implications for transitional programming are addressed. (This monograph also appeared in the Annotated Bibliography on Transition from School to Work (Vol. 1) as a project product.)

241.
Benz, Michael R.; & Halpern, Andrew S. (1987).

Transition services for secondary students with mild disabilities: A statewide perspective. Exceptional Children, 53(6), 507-514.

Oregon / program evaluation / secondary education / transition

This article reports the partial findings from a statewide study of Oregon's secondary special education prgrams for students with mild disabilities. The focus of this article is on the current status and satisfactoriness of districts' transition services. Subjects included the population of LEA administrators and teachers, and a stratified random sample of parents of students with mild disabilities. Results indicated that (a) very few districts were using written interagency agreements or providing other incentives to secure the involvement of community agencies; (b) there were considerable discrepancies between administrators and teachers over who was responsible for transition planning; (c) teachers wanted more and better parent involvement in all levels of the school program; and (d) follow-up of previous students was rare. Findings were compared with those of other recent research and several key elements that should be targeted for improvement are discussed.

242.
Kerachsky, Stuart; & Thornton, Craig (1987).

Findings from the STETS transitional employment demonstration. Exceptional Children, 53(6), 515-521.

transition / program evaluation / Structured Training and Employment Transitional Services (STETS)

This article describes the model for and the implementation of the Structured Training and Employment Transitional Services (STETS) demonstration -- a major transitional-employment intervention funded by the U. S. Department of Labor. In terms of the evolution of transitional employment-type initiatives, STETS was important for two reasons: It was the largest of such efforts yet undertaken in this social area, and its design and evaluation were based on an experimental methodology, thus generating the most robust and accurate findings yet available on the transitional employment concept. The evaluation of STETS focused on five basic issues: participants' subsequent labor-market behavior, use of school and training programs, public-transfer dependence, life styles, and the benefits versus the costs of the intervention. The results indicate that mentally retarded young adults can perform competently in competitive employment, and that STETS-type transitional services can be instrumental in helping such individuals achieve their employment potential.

243.
Sitlington, Patricia L. (1986).

Transition, special needs, and vocational education (Information Series No. 309). Columbus, OH: The ERIC Clearinghouse on Adult,

Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University.

vocational education / transition / special education / personnel preparation / program development / vocational education special needs personnel

The focus of this monograph is on the role that vocational education should play in the transition process for special needs youth. Although all aspects of adjustment to adulthood are critical, this monograph will focus specifically on the transition to employment. In order to delineate the role of vocational education, it is important to determine how well special needs youth have done with regard to employment and to identify the types of skills needed for obtaining and maintaining this employment. This monograph (1) briefly reviews recent studies of the vocational adjustment of special needs youth; (2) identifies the types of skills needed for successful transition to the world of work; (3) identifies the disciplines involved in the transition process and the services they have to offer; (4) outlines possible roles that the field of vocational education might play in this process and how vocational educators can work most effectively with other disciplines; and (5) discusses the implications of these roles for personnel preparation, research, policy development, and programming activities.

244.
Johnson, David R.; Bruininks, Robert H.; & Thurlow, Martha L. (1987).

Meeting the challenge of transition service planning through improved interagency cooperation. Exceptional Children, 53(6), 522-530.

human services / interagency cooperation / barriers / policy research

The improvement of transition services through effective management strategies in service planning and coordination is proposed. Current barriers to effective service planning and coordination are discussed. Included among these are conflicting policy goals, eligibility criteria, funding patterns across agencies, and an inconsistent national policy. Three major approaches to overcoming barriers to effective service planning are proposed. All require that present approaches to interagency service planning and coordination of services be changed.

245.
Peters, Joyce M.; Templeman, Torry Piazza; & Brostrom, Glenn (1987).

The school and community partnership: Planning transition for students with severe handicaps. Exceptional Children, 53(6), 531-536.

interagency cooperation / Oregon / community integration / special education / curriculum

This article describes a process to provide solutions to the prevalent problem of interagency collaboration in planning for transition outcomes. The project is implementing and evaluating the process in seven Oregon sites that differed in respect to numbers of students served, rural versus urban, and availability of a range of adult service options. Results to date support the inclusion of procedures such as an outside stimulus to initiate the collaborative effort; locally generated plans; transition teams empowered with policy-level decision making; and follow-up technical assistance at the admininstrative and direct service level.

246.
Stodden, Robert A.; & Boone, Rosalie (1987).

Assessing transition services for handicapped youth: A cooperative interagency approach. Exceptional Children, 53(6), 537-545.

interagency cooperation / program evaluation / barriers

The major purpose of this article is to present a cooperative interagency approach for assessing the effectiveness of programs and services provided to facilitate the transition of handicapped students from school to adult community living. Section 1 briefly reviews the concerns that have made transition a priority educational issue, discusses the need to address the issue of transition from a cooperative interagency approach, and outlines the barriers that impede interagency collaboration. Section 2 describes the experience of an interagency transition planning team and the team decisions that led to the development of a model for cooperative interagency assessment of transition services/ programs. In section 3 the model's conceptual and operational framework, its advantages, and its generalizability are discussed.

247.
Clarke, Gary M.; & Knowlton, H. Earle (Eds.) (1987).

From school to adult living: A forum on issues and trends. Exceptional Children, 53(6), 546-554.

transition / program development

This article presents a forum for the personal views of four significant contributors to the conceptualization and implementation of transition programming as it exists in this country today. These individuals were selected from among a number of active contributors to the transition movement as representative spokespersons for the field. The questions posed by the guest editors were developed from ideas and concerns that surfaced in the many manuscripts submitted for consideration in this special issue. Some of the issues raised in the questions reflect concerns expressed openly by professionals in the field, while others were inferred from more subtle or cautious statements. Each contributor received a set of questions to address. Each question was given to at least two contributors. They were encouraged to respond not only to their own set, but to any question of interest contained in other contributors' sets as well. As a result, a few questions were addressed by all four contributors. Their responses appear to reflect some consensus regarding the importance of the issues and trends suggested in the questions. Even so, the substance of their responses reflects a range of positions that would provide keen consideration by readers.

248.
Edgar, Eugene (1987).

Secondary programs in special education: Are many of them justifiable? Exceptional Children, 53(6), 555-561.

special education / secondary education / transition

This article discusses the apparent link between secondary special education programs for mildly handicapped students and the eventual post-high-school adjustment of these students. The current national emphasis on transition to the community, and especially to work, has resulted in the close scrutiny of the outcomes of special education. Large numbers of mildly handicapped students are dropping out of school programs, and both graduates and dropouts earn very low salaries. The author suggests a radical change in secondary programs for mildly handicapped students, away from academics and toward functional, vocational programs.

249.
Knowlton, H. Earle; & Clark, Gary M. (1987).

Transition issues for the 1990s. Exceptional Children, 53(6), 562-563.

transition / secondary education / vocational education special needs personnel

This summary article of this special issue devoted to transition outlines major issues to be addressed by professionals involved with preparing handicapped youth as they move from school to work and community integration.

250.
Stodden, Robert A.; & Ianacone, Robert N. (1981).

Career/vocational assessment of the special needs individual: A conceptual model. Exceptional Children, 47(8), 600-608.

vocational evaluation / career guidance / model programs

The purpose of this article is to address the career/vocational assessment needs of handicapped individuals. The proposed career/vocational assessment model outlines a developmental process for increasing an individual's awareness and understanding of self in relation to the world of work. A prime function of the model is the collection of developmental information contributing to career growth decisions during the formative years. Rather than produce isolated assessment data regarding work trait factor performance, the developmental information takes on an integrative, demonstratively useful role in facilitating the total development of the special needs individual. Operational implications for the model concept are numerous for many programmatic situations and data collection arrangements within the normal delivery of educational services.

251.
McHale, Susan M.; Olley, J. Gregory; Marcus, Lee M.; & Simeonsson, Rune J. (1981).

Nonhandicapped peers as tutors for autistic children. Exceptional Children, 48(3), 263-265.

peer involvement / autism / mainstreaming

This paper reports on the results of a study in which the effectiveness of nonhandicapped children in promoting task related behavior in autistic children was assessed to determine whether this was a feasible instructional approach for severely handicapped children. The results demonstrated that, under certain conditions, a tutoring program involving nonhandicapped peers as teachers may be a useful learning situation for moderately retarded, autistic children. Specific cognitive gains were not measured in this study. Instead, the ability of the autistic children to put preacademic skills they had learned previously from their teachers into practice within a different social context (i.e., with their peers) was measured. Although the results of this program must be accepted with reservation on an experimental level, this approach

appears to be a viable procedure for integrating autistic and nonhandicapped children and for fostering adaptive behaviors in a particular group of severely handicapped children.

252.
Sitlington, Patricia L. (1981).

Vocational and special education in career programing for the mildly handicapped adolescent. Exceptional Children, 47(8), 592-598.

vocational education / special education / career guidance

This article examines the services offered by the disciplines of special education and vocational education and proposes a variety of roles each can perform in the delivery of the most effective combination of career programming options to the handicapped adolescent. The authors conclude that a career programming continuum integrating the components of special education and vocational education career preparation can build upon the strengths of vocational education and special education and allow the student to move up and down the continuum depending upon his or her particular training needs. It is suggested that such a continuum of services can provide the needed training options to enhance the career potential of every handicapped adolescent.

253.
Heller, Harold W. (1981).

Secondary education for handicapped students: In search of a solution. Exceptional Children, 47(8), 582-589.

special education / secondary education / program development

Programming for handicapped students at the secondary level has long been a neglected component of the educational continuum. Since passage of P. L. 94-142, there has been some effort to develop quality programs at this level and to merge them systematically with primary and intermediate programs. This short article, designed to introduce a special issue of Exceptional Children on secondary programming, briefly outlines those variables that led to past and current lack of secondary level programming for handicapped students.

254.
Albright, Leonard; Hasazi, Susan E.; Phelps, L. Allen; & Hull, Marc E. (1981).

Interagency collaboration in providing vocational education for handicapped individuals. Exceptional Children, 47(8), 584-589.

interagency cooperation / vocational education / vocational rehabilitation

One of the themes that has intensified in recent years is the necessity for increasing cooperation and collaboration between and among the various agencies providing vocational programs and services to handicapped youth and adults. This article reviews current federal and state level activities concerning interagency agreements and discusses future research and development needs.

255.
Fair, George W.; & Sullivan, Allen R. (1980).

Career opportunities for culturally diverse handicapped youth. Exceptional Children, 46(8), 626-631.

vocational education / discrimination / minorities

There is little research specifically addressing issues related to the provision of educational opportunities for culturally diverse youth with handicaps. This article first provides an overview of the employment situation for minority individuals and its implications for career and vocational education of culturally diverse handicapped youth. Second, the article delineates the enigma presented by being a member of a doubly stigmatized population, that is, culturally diverse handicapped youth. Attention is given to the barriers to effective educational and employment opportunities for this population. Finally, the article forecasts the prospects of career vocational education and makes recommendations for future programming and research.

256.
Plata, Maximino; & Jones, Priscilla (1982).

Bilingual vocational education for handicapped students. Exceptional Children, 48(6), 538-540.

vocational education / bilingual education / program development

The purpose of this article is to discuss concepts believed to be critical in the creation of an effective bilingual vocational education for LONESHS (limited- or non-English-speaking handicapped students) whose handicapping conditions are such that placement in

a regular vocational educational program would be deemed appropriate by the placement committee but whose linguistic difficulties pose an impediment to their success. The aim of any vocational program is to equip the trainees with entry-level job skills. The proposed program is a coordinated effort among special education, bilingual education, and vocational education. The alliance created among these three disciplines could be the connecting link in the chain of events that will allow LONESHS to progress successfully through academic and vocational training activities considered prerequisite to successful employment.

257.
Elder, Jerry O.; & Magrab, Phyllis R. (Eds.) (1980).

Coordinating services to handicapped children: A handbook to interagency collaboration. Baltimore, MD: Paul H. Brookes Publishers.

interagency cooperation / human services / program development

This book is designed for educators, professionals, paraprofessionals, and administrators in all of the human service delivery systems for use as a handbook to promote and initiate workable solutions to the problems and issues of delivery services to handicapped children across the various delivery systems.

258.
Orlansky, Michael D. (1979).

Active learning and student attitudes toward exceptional children. Exceptional Children, 46(1), 49-52.

attitudes / special education / curriculum

The purpose of this study was to compare changes in attitudes toward exceptional children among introductory special education students taught by two contrasting instructional methods. Both methods involved face-to-face instruction. One method was an innovative active learning approach; the other was a traditional lecture based approach. It was predicted that the active learning approach would result in more positive attitudes toward exceptional children than the lecture-based approach. The results of this study suggest that student attitudes toward exceptional children can be favorably influenced by active learning experiences.

259.
Brown, Lou; Pumpian, Ian; Baumgart, Diane; Vandeventer, Pat; Ford, Alison; Nisbet, Jan; Schroeder, Jack; & Gruenewald, Lee (1981).

Longitudinal transition plans in programs for severely handicapped students. Exceptional Children, 47(8), 624-630.

individualized transition plans / personnel preparation / mainstreaming

There is little doubt that the nature of educational and related services provided the severely handicapped students of the future will be dramatically different from those provided now and in the past. Severely handicapped students should and will function in a wide array of school and nonschool environments and activities that contain chronological-age-appropriate nonhandicapped students and other nonhandicapped persons. Thus, it is critical that the educational curricula offered provide the appropriate preparatory experiences and that the significant others in sending and receiving environments jointly design and implement Individualized Transition Plans in an attempt to ensure that the educational and related services offered are meaningfully and functionally related to the variety of least-restrictive school and nonschool environments in which an individual student might subsequently function.

260.
Patton, Patricia L. (1981).

A model for developing vocational objectives in the IEP. Exceptional Children, 47(8), 618-622.

individualized education program (IEP) / vocational evaluation / McCarron-Dial Work Evaluation System (MDWES)

This article describes the MDWES model of vocational evaluation and vocational development for handicapped youth. Examples have been presented using MDWES data to generate vocational goals and objectives. It is hoped that the information presented will serve as a symbol of the common ground of professional endeavor in the fields of special education and rehabilitation, and that it will stimulate thinking and cooperation among special educators and rehabilitation professionals who serve handicapped youth in public school vocational development programs.

261.
Wimmer, Diane (1981).

Functional learning curricula in secondary schools. Exceptional Children, 47(8), 610-616.

curriculum / vocational educational / special education / model programs

There are unique problems inherent in the process of providing appropriate educational programs for handicapped adolescents. The major issue addressed in this article is the match between traditional secondary school curriculum and the skills/ competencies needed by many handicapped students. Many factors (e.g., the influence of the career educational movement on the secondary curriculum, and increasing cooperation between vocational education and special education) have resulted in increased curricular relevance for many handicapped students. There are, nonetheless, many questions still unanswered which relate to options for delivering educational services to handicapped adolescents. The model presented, as well as the recommendations, suggests that adaptation by the school as well as by the student will be a necessary step toward assuring the appropriateness of the educational program for handicapped adolescents.

262.
Regional Rehabilitation Network. Human Interaction Research Institute (1987).

RRN innovation directory: School-to-work transition programs. Los Angeles, CA: Author.

transition / model programs / Region IX

This is an updated addition to the RRN directory of transition programs.

263.
Westervelt, Van D.; & McKinney, James D. (1980).

Effects of a film on nonhandicapped children's attitudes toward handicapped children. Exceptional Children, 46(4), 294-296.

attitudes / mainstreaming / physically handicapped

The primary objective of the study reported here was to evaluate the effects of a brief film designed to point out how the aspirations and interests of a handicapped child are similar to those of his or her nonhandicapped classmates. It appears that the film alone may be useful to show to children immediately before a physically handicapped child joins their class. However, the film alone does not appear to be sufficient to handle all questions that the nonhandicapped child might have about a handicapped peer, and its effect does not appear to be permanent. Used in conjunction with other experiences, however, the film

might help to prompt a more receptive and understanding classroom environment for the physically handicapped child.

264.
Reschly, Daniel J.; & Lamprecht, Michael J. (1979).

Expectancy effects of labels: Fact or artifact? Exceptional Children, 46(1), 55-58.

labels / special education

Sociological deviance theory suggests that labels cause changes in the expectancies of significant persons in the social system. Concerns over special education labels, teacher expectancies, and the "Pygmalian effect" have dominated much of the discussion in special education over the past decade. The present study attempted to apply the methodology used in studies that report significant effects of labels, but to simulate more closely a natural environment through longer exposure to the labeled child. The most important finding was the significant interaction between label and length of exposure. Teachers rated a child labeled as gifted or EMR differently depending upon the amount of time provided for observations. The results of this study and results from previous studies conducted in applied settings suggest that teachers ultimately form expectancies on the basis of the child's actual behavior. Labels may exert a significant effect on a teacher's expectancies only if other information is unavailable.

265.
Tunick, Roy H.; Platt, John S.; & Bowen, Jack (1980).

Rural community attitudes toward the handicapped: Implications for mainstreaming. Exceptional Children, 46(7), 549-550.

attitudes / mainstreaming / rural areas

The purpose of this investigation was to determine whether significantly different attitudes toward the handicapped existed within a rural-based community. Data were gathered on rural farm and rural nonfarm populations. The results of the investigation show that a significant difference between the two sample means was obtained on the dependent measure, attitude toward disabled persons. The rural nonfarm group had significantly more favorable attitudes toward the disabled than did the rural farm group. If the results of this investigation are indicative of attitudes toward handicapped individuals living in rural areas, more effort will be needed to provide programs for attitude change.

266.
Saunders, Marybeth K.; & Sultana, Qaisar (1980).

Professionals' knowledge of educational due process rights. Exceptional Children, 46(7), 559-561.

due process hearings / personnel preparation

The procedures for due process are among the most important provisions of P. L. 94-142 because they are the vehicles assuring free and appropriate education to each handicapped child. The purpose of this investigation was to determine whether or not these due process rights and procedures are clearly understood by professionals involved with handicapped individuals. Three groups were evaluated: educators; special educators; and other professionals (i.e., social workers, developmental technicians, nursing supervisors, and group home counselors and managers). It was evident from the data that none of the three groups examined had a thorough understanding of the due process rights of handicapped children. The authors conclude that there is a critical need to familiarize all individuals concerned with the handicapped with the elements of due process.

267.
Nadler, Barbara; Merron, Myrna; & Freidl, William K. (1981).

Public Law 94-142: One response to the personnel development mandate. Exceptional Children, 47(6), 463-464.

personnel preparation / New Jersey / interagency cooperation / Education for All Handicapped Children Act of 1975 (94-142)

The New Jersey Mainstream Inservice Project is predicated upon the assumption that collaboration among and within different educational institutions is central to effective staff development and widespread change. This article makes preliminary observations on inservice education based on accumulated data from the first two years of the project.

268.
Gottlieb, Jay (1980).

Improving attitudes toward retarded children by using group discussion. Exceptional Children, 47(2), 106-111.

attitudes / mainstreaming

The study was concerned with the applicability of the group discussion paradigm as a vehicle to improve nonhandicapped children's attitudes toward mentally retarded children. The data

do not suggest that a teacher can offer information to an entire classroom of children whose prediscussion attitudes are unknown and expect positive attitude change to occur. The teacher must identify the prediscussion attitudes of the class before introducing lessons. At the very least, however, the data indicate that it is possible to improve the attitudes of nonhandicapped children toward retarded children so as to put the former in a positive mind set prior to the introduction of retarded children into their classes.

269.
Thomason, Jo; & Arkell, Claudia (1980).

Educating the severely/profoundly handicapped in the public schools: A side-by-side approach. Exceptional Children, 47(2), 114-122.

program development / public schools / mainstreaming

The myriad educational problems typically affecting severely/ profoundly handicapped students, coupled with heterogeneous abilities of the population, present unique programming concerns for public school administrators. In particular, one of the most important decisions facing administrators of severe/profound programs is the location of such programs within the school district. There are three service delivery models: the self-contained school approach (the cluster approach); the dispersal of classes of handicapped students throughout a school district (the dispersal approach); and the dispersal of clusters of classes throughout public schools within a district (the side-by-side approach). The side-by-side approach combines the benefits of the other two models. This article briefly characterizes all three models, but focuses indepth on the side-by-side approach, its special features, and the requirements for its successful implementation.

270.
Johnson, David W.; & Johnson, Roger T. (1980).

Integrating handicapped students into the mainstream. Exceptional Children, 47(2), 90-98.

mainstreaming / attitudes / peer involvement

The purposes of this article are (a) to establish the importance of constructive interaction between handicapped and nonhandicapped students as the primary objective of mainstreaming; (b) to discuss a theoretical model and supporting validating evidence concerning how handicapped students may be successfully integrated into constructive peer relationships with nonhandicapped peers within

the regular classroom; and (c) to outline a set of practical strategies for teachers directly based on the theoretical model and supporting evidence.

271.
Minner, Sam (1982).

Expectations of vocational teachers for handicapped students. Exceptional Children, 48(5), 451-453.

vocational education special needs personnel / mainstreaming / attitudes

The purpose of this study was to examine three components of the initial expectations of secondary vocational teachers toward mainstreamed handicapped children labeled educable mentally retarded and learning disabled. The three areas identified for investigation examined vocational teachers' initial perceptions of (a) the academic potential of handicapped students, (b) the behavioral and social potential of handicapped students, and (c) their ability to work with students of varying handicapped backgrounds. The sample consisted of 66 regular-class vocational teachers working in two districts in southern Arizona. Vocational disciplines represented in the sample were business, home economics, trades and industry, and vocational agriculture. The results showed that the various vocational education teachers perceived academic and behavioral abilities of handicapped children very differently. The presence of the labels (learning disabled and educable mentally retarded) lowered the initial academic and behavioral expectations of teachers in the sample. Additional study is warranted investigating various methods of altering vocational teacher attitudes toward handicapped children.

272.
McDaniel, Lindy (1982).

Changing vocational teachers' attitudes toward the handicapped. Exceptional Children, 48(4), 377-378.

attitudes / mainstreaming / vocational education special needs personnel

With attitudes being a prime factor in the success of the mainstreaming movement, this investigation sought to determine which was more effective in positively changing the attitudes of vocational educators toward mainstreamed handicapped students. Implications drawn from the findings of this study include the following:

1. It is possible to modify attitudes of vocational teachers and teacher trainees toward the handicapped by means of preservice

or inservice education. Inservice workshops and undergraduate level vocational special needs courses were found to be most effective in modifying attitudes of vocational teachers toward the handicapped.

2. Possibly the most revealing information obtained indicated the apparent ineffectiveness of the infusion model in modifying attitudes toward the handicapped.

273.
Schloss, Patrick; & Miller, Sidney R. (1982).

Effects of the label "institutionalized" vs. "regular school student" on teacher expectations. Exceptional Children, 48(4), 363-364.

labels / vocational education special needs personnel / attitudes /rural areas

The present study is concerned with the following questions in dealing with adolescents: (a) Do teachers tend to place students identified as "institutionalized" in a more restrictive environment than students enrolled in the public schools given that the students exhibit the same learning and behavior characteristics? and (b) Is there a difference between the program outcomes expected for students who carry different labels of "regular public school student" and "institutionalized student"? The data demonstrate that public school teachers have different expectations of students labeled "institutionalized" than of those labeled "regular school students." The differing expectations arose despite the fact that both populations were reported to be exhibiting identical behavioral and learning characteristics in the school environment. Teacher expectations, however, were constant when the issue of expected program outcome between the two groups was raised. Care should be used in generalizing these findings since the teachers were predominantly one type -- rural regular educators.

274.
Singh, Nirbhay N.; & Millichamp, C. Jane (1987).

Independent and social play among profoundly mentally retarded adults: Training, maintenance, generalization, and long-term follow-up. Journal of Applied Behavior Analysis, 20(1), 23-34.

social skills / generalization / play and leisure activities

Play skills were taught to eight profoundly mentally retarded adults in two interrelated experiments. In Experiment 1, a multiple baseline across subjects design was used to assess the efficacy of verbal and physical prompts on independent play. In Experiment 2, the same subjects and experimental procedures were

used to develop social play. Verbal prompting and graduated physical guidance procedures were found to be effective in substantially increasing independent play in Experiment 1 and social play in Experiment 2. Positive changes were also observed in collateral behaviors. Inappropriate play decreased slightly and stereotypy decreased to very low levels. Social interaction increased substantially in Experiment 2 when social play was targeted, but little change was observed in Experiment 1 when only independent play was targeted. Treatment gains were maintained for 26 weeks in Experiment 1 and 10 weeks in Experiment 2. In addition, the treatment gains were generalized across subjects and settings in Experiment 2. Finally, regular follow-up checks showed that independent and social play remained in the repertoire of the subjects for 12 months after the termination of programmed maintenance.

275.
King, Rheta B.; & Backer, Thomas E. (1986).

Specific learning disabilities and transition programs in Region IX. Los Angeles, CA: Regional Rehabilitation Network. Human Interaction Research Institute.

Region IX / transition / model programs

This publication is designed to be both an introduction and a resource guide for personnel in rehabilitation and special education who operate transition programs in Region IX. It includes an analysis of 21 innovative transition programs RRN has identified and validated for wider implementation in the Region. These programs are described in the RRN Innovation Directory: School-to-Work Transition programs (see Entry No. 262); this manual is designed to be an enhancement to the Directory.

276.
Snauwaert, Dale T. (1987).

Annotated bibliography on transition policy. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

transition / literature review / federal legislation

This document is an annotated bibliography of 13 references regarding federal policy toward transition.

277.
Connecticut State Department of Education (1986).

Transition from school to work: A resource manual for practitioners and parents of students with disabilities. Hartford, CT: Author. (Comp. No. 84.158B - OSERS File No. 70)

Connecticut / program development / vocational evaluation / parent involvement / individualized transition plans

The purpose of this manual is to assist local school districts and other service providers in establishing, or strengthening, programs designed to assist students with disabilities to make a successful transition from school to work and adult life. It is divided into six sections, the last of which lists resources and provides a glossary and a bibliography.

278.
Martin, James E.; & Agran, Martin (in press).

Factors that impede competitive employment of mentally retarded workers: A review and analysis. In S. E. Breuning & J. L. Matson (Eds.), Advances in mental retardation and developmental disabilities (Vol. 3). New York: JAI Press.

competitive employment / social skills / job retention / productivity

The purpose of this chapter is to review the vocational habilitation literature and identify factors that appear to impede the competitive employment of mentally retarded persons. This chapter will provide an in-depth analysis of four factors associated in the vocational literature with employment failure. Specifically, the following factors will be discussed: (a) inadequate productivity, (b) failure of acquired skills to generalize, (c) behavioral toxicity induced by psychotropic and anticonvulsant drugs, and (d) social skill deficits.

279.
Vogelsberg, R. Timm (1985).

Vermont's employment training programs. Burlington, VT: Center for Developmental disabilities. University of Vermont.

Vermont / vocational training / model programs

This chapter will delineate the strategy for development, a brief history, the service design, location, and success and failures of the three programs in Vermont that have been in operation for the longest period of time. Concise data covering a five-year period,

a three-year period, and a one year period at three different geographic locations will be detailed.

280.
Vogelsberg, R. Timm; Ashe, William; & Williams, Wes (1986).

Community based service delivery in rural Vermont: Issues and recommendations. In R. Homer, L. M. Voeltz, & B. Fredericks (Eds.), Education of learners with severe handicaps: Exemplary service strategies. Baltimore, MD: Paul Brookes.

rural areas / Vermont / community integration / transition / model programs

The present chapter describes one vocational model for employing people with severe disabilities who live in rural settings. The model was developed in Vermont between 1980 and 1982 and has been implemented in three programs. The issues surrounding employment in rural settings are discussed; the processes for model development in rural Vermont are described; and the service outcomes that have occurred thus far are presented.

281.
Buckley, Jay; & Bellamy, G. Thomas (n.d.).

National survey of day and vocational programs: For adults with severe disabilities: A 1984 profile. Eugene, OR: University of Oregon.

data analysis / vocational training / community integration / Developmental Disabilities/Mental Retardation Administrations

This paper reports the results of a national survey of state Developmental Disabilities/Mental Retardation Administrations responsible for supervising long-term day and vocational programs for individuals with developmental disabilities. Data are presented for the numbers of individuals served, costs, funding sources, and expected goals and services. Notable results include a substantial increase in the number of individuals served and in the cost of programs since the last national survey. Less than 3% of the individuals served meet the criteria for supported employment as defined in the Developmental Disabilities Act of 1984.

282.
Cone, John D.; Delawyer, David D.; & Wolfe, Vicky V. (1985).

Assessing parent participation: The parent/family involvement index. Exceptional Children, 51(5), 417-424.

parent involvement / special education / Parent/Family Involvement Index

An objective, 63-item measure of 12 types of parent participation in their child's special education program was developed. Data obtained from teachers reporting the involvement of 229 families were analyzed to evaluate the measure. Second administrations available for 24% of the families showed high scorer agreement (M = 90%, range = 85% to 99% across the 12 areas). KR-21 values showed area and total scores to be generally reliable (M = .81, range = .44-.98 for area scores; KR-21 = .94 for total scores). Mothers were reported to be significantly more involved than fathers in 9 of 12 areas ($p < .05$ to .001), as well as in total scores ($p < .001$). Family income and parent education levels were positively correlated with involvement for both mothers and fathers. Child's grade level was generally negatively correlated with mothers' involvement, but unrelated to fathers'. Results are discussed in terms of future refinements to the measure and ways it can be used to examine the significance of parent involvement more thoroughly.

283.
Gresham, Frank M. (1984).

Social skills and self-efficacy for exceptional children. Exceptional Children, 51(3), 253-261.

social skills / mainstreaming / self-efficacy theory

Personal competence, or an individual's sense of mastery over the environment, is a primary motivator of human behavior. The special education enterprise thrives on the discovery of personal incompetence in children so this incompetence can be remediated. This article suggests that mainstreaming efforts have been largely unsuccessful because of the faulty assumptions underlying such efforts, the focus on academic attainment for handicapped children, and the failure to reasonably consider the social development of handicapped children. Self-efficacy theory is used as a basis to support the above argument, as a basis for the refocusing of the mainstreaming process, and as a basis for teaching positive social behaviors to mainstreamed handicapped children.

284.
Hillier, Charles R.; & Klas, Leroy D. (1984).

Directions in vocational services for moderately retarded persons in Newfoundland and Labrador. Exceptional Children, 51(2), 176-181.

Canada / vocational training / community integration

This study investigated viewpoints from a group of service providers regarding future developments in the field of vocational services for moderately mentally retarded persons in Newfoundland and Labrador. The Delphi technique, a predictive or forecasting device, was used to survey and investigate future policy in this field. In general, the respondents expected that a variety of very desirable events could occur in this field by 1995; however, they were less optimistic regarding the feasibility of the implementation of some of these events.

285.
Maher, Charles A. (1982).

A team approach to planning and evaluating personnel preparation programs in public schools. Exceptional Children, 49(3), 230-236.

personnel preparation / program evaluation / public schools

Utilization of a Personnel Preparation Team for planning and evaluating personnel preparation programs in public school districts within the context of Public Law 94-142 (The Education for All Handicapped Children Act of 1975) is described, outcome evidence supporting the effectiveness of the approach is reported, and considerations in its implementation are discussed. The Team Approach, developed by the author and used in numerous public school districts, has three goals: (a) identification and assessment of the personnel preparation needs of public school district staff; (b) design of a personnel preparation plan consisting of programs that address priority needs; and (c) evaluation of plan implementation and outcome. A Team comprises a cross section of teachers, specialists (e.g., counselors), and administrators. This multidisciplinary approach allows a range of perspectives to be considered when planning and evaluating personnel preparation programs, thereby helping to ensure actual program implementation and expected program outcome.

286.
Heshusius, Lous (1982).

At the heart of the advocacy dilemma: A mechanistic world view. Exceptional Children, 49(1), 6-13.

advocacy / special education / Education of All Handicapped Children Act of 1975 (94-142)

The conflict which sometimes arises between acting simultaneously as a child advocate and as a professional employee is related to the philosophical underpinnings which inspire the current approach to special education. These underpinnings are manifested in a

mechanistic view of reality that entered Western thought through Newtonian physics. Criticisms of this world view from various sciences are presented, centering on its narrow and inaccurate representation of reality, and specifically of behavior and learning. A nonmechanistic set of assumptions about the nature of reality and of behavior is juxtaposed as a strong force in contemporary scientific thought. This nonmechanistic or holistic world view is set forth as a better model to guide special education practices for the future.

287.
Canonico, Alan; & Lombardi, Thomas P. (1984).

Effects of career adaptive behavior activities in mentally handicapped students. Exceptional Children, 50(6), 545-546.

prevocational skills / program development / special education / Career Adaptive Behavior Inventory

From field study results, it is hypothesized that the training program using the CAB activities did make a difference in developing career foundation skills with young developmentally disabled students.

288.
Lynch, Kevin P. (1984).

Acquisition performance by mentally retarded children and young adults on a complex benchwork task. Exceptional Children, 50(5), 444-448.

pre-vocational skills / benchwork model

Intervention literature concerned with handicapped children has demonstrated that early and systematic exposure to instruction promotes language development, improves motor performance, facilitates social interaction, and improves academic skills. By analogy, if critical job-related behaviors could be taught earlier to handicapped children, later work behaviors might be taught with more ease and work performance improved. To assess the capacity of younger handicapped children to learn a benchwork assembly, a common workshop requirement, 18 children (mean age 12.7) were taught a complex worksample, and various acquisition measures were compared with the performance of 60 older subjects (mean age 21.6) on the same task. Only one significant difference was found between all measures of acquisition. These results suggest that younger subjects are able to learn complex work tasks much earlier than is evidenced by current prevocational practice.

289.
Cobb, R. Brian; & Phelps, L. Allen (1983).

Analyzing individualized education programs for vocational components: An exploratory study. Exceptional Children, 50(1), 62-63.

individualized education program (IEP) / vocational education / special education

The purpose of this exploratory study was to examine the relative frequency of vocationally related annual goals (VRG's) appearing on the IEP's for students identified as educably mentally imparied (EMI) and learning disabled (LD). A second area of focus in the study was detailed analysis of those IEP's containing a VRG; namely, these IEP's were examined vis-à-vis vocational assessment information, vocational educator participation on staffing teams, vocational program placement, and specific content of the vocational annual goal.

290.
Council for Exceptional Children (1983).

Standards for the preparation of special education personnel. Exceptional Children, 50(3), 210-218.

personnel preparation / special education

This set of standards provides a structure for examining programs for the preparation of special education personnel within an institution of higher education or equivalent agency. There is no intent to delimit what a program must have as a minimum to meet a criterion of quality nor to define what elements must be reflected in a quality appraisal. The standard is strictly the constant against which all directly related elements are weighed.

291.
Bowe, Frank; & Little, Neal (1984).

Computer accessibility: A study. Rehabilitation Literature, 45(9-10), 289-291.

computer access / barriers

This article summarizes a study of computer accessibility for disabled people. It has been suggested that personal computers may present barriers to the employment of qualified disabled individuals. This study was designed to ascertain how serious such barriers might be. A number of problems related to both computer hardware and software were discovered that seriously

hindered disabled workers. Possible solutions to these problems and the favorable responses of computer hardware and software manufacturers are presented.

292.
Weinberg, Nancy (1984).

Physically disabled people assess the quality of their lives. Rehabilitation Literature, 45(1-2), 12-15.

quality of life / physically handicapped / attitudes

Since the issue of life quality and severely disabled individuals is under dispute, the present research attempted to study this question by asking individuals with disabilities about their lives. In a personal interview, adults with physical disabilities were asked the following: "If there were a surgery available that was guaranteed to completely cure your disability (with no risk) would you be willing to undergo the surgery?" It was assumed that disabled persons who felt that their lives were less satisfying would choose the surgery. This question was chosen to spark the disabled respondent to compare concretely life with and without the disability and to initiate an open-ended discussion of why the interviewee would or would not want to be able-bodied. Interviews were conducted with 30 physically disabled adults. The average age of the respondents when interviewed was 29. The data show that 50% of the respondents who were disabled early in life and between 25 and 67% of those who were traumatically disabled were satisfied enough with their lives that an offer to become able-bodied was either unattractive or only partially attractive. Although this sample is very select, it does suggest that a significant number of disabled individuals are able to achieve satisfying lives. Although most respondents reported that adapting to their disability was not always easy, adjusting to societal attitudes was the most difficult. The author concludes that as a means of enhancing the quality of life for persons with severe physical disabilities, the emphasis should be directed toward changing society's attitudes. It is the opinion of many disabled persons that it is societal prejudices that cause a significant number of their problems, not their physical limitations.

293.
Bolton, Brian (1980).

Preparing rehabilitation counselors to be research consumers. Journal of Applied Rehabilitation Counseling, 11(2), 70-73.

personnel preparation / rehabilitation counseling

The ultimate goal of rehabilitation research is the improvement of services to disabled clients. Because rehabilitation counselors are the primary agents in the service-delivery process they are the logical target of research publications. Unfortunately, most research results are disseminated in a form unsuitable for use by the typical practitioner. One solution to this problem is to prepare the counselor to be a reseach consumer. This article outlines the assumptions underlying research training for rehabilitation counselors, the objectives of that training, and a detailed program for preparing counselors to be research consumers.

294.
Reagles, Kenneth W. (1980).

Invited reaction to Bolton's "Preparing rehabilitation counselors to be research consumers." Journal of Applied Rehabilitation Counseling, 11(2), 74-75.

personnel preparation / rehabilitation counseling

This article is an invited response to a paper by Brian Bolton, "Preparing rehabilitation counselors to be research consumers" (see Entry No. 293). It is the author's contention that Bolton's thesis that rehabilitation counseling students be trained as research consumers is narrow, because it does not recognize the legitimacy of training rehabilitation counseling students as research participants, and speculative, because there is no empirical rationale for Bolton's contention that training students as research consumers will enhance their effectiveness as rehabilitation counselors. The author believes that to focus on the role of the rehabilitation counselor as a research participant has the value of transfer of learning to real life circumstances. To focus narrowly on the role of the rehabilitation counselor as research consumer, he continues, would obviate the important contributions of traditional research courses.

295.
Minch, Janet A.; & Hursh, Norman C. (1981).

Consumer involvement: The Massachusetts vocational rehabilitation program. Rehabilitation Literature, 42(1-2), 8-13.

Massachusetts / vocational rehabilitation / program development

The Massachusetts Rehabilitation Commission, the state agency for disabled people in Massachusetts, undertook a consumer involvement program in vocational rehabilitation in 1977. In order to develop various methods through which recipients of rehabilitation services, disabled persons, and others could "be involved in the

programs that affect their lives," the commission made annual grants beginning in 1977 to the Consumer Involvement Core Area of Tufts Research and Training Center in Boston, Massachusetts. Tufts developed the program of dialogue between rehabilitation professionals and the disabled consumer community through a grass roots approach at the local level. This article is a summary of the third year (1978-1979) of the Tufts program. The third year of the project focused on consumer involvement in the provision of selected vocational rehabilitation services as well as consumer participation in policy development. The third-year study focused on clinical interviewing assessment strategies to evaluate (a) the third project year, and (b) significant changes since the first project grant. Overall, the third year of the project was perceived as making an impact on several issues and marked by positive feelings toward future activities. The authors discuss selected results in the areas of attitude change, independent living, consumer awareness of the State Rehabilitation Agency, consumer/State Rehabilitation Agency communication, improving State Rehabilitation Agency services to clients, organizational development, and unexpected outcomes. The results of the third year are compared to those of the first and second year of the project. Finally, specific recommendations in the areas of councils, communication, policy implementation, and training are presented.

296.
Brolin, Donn; Magnuson, Carolyn; Schneider, Clifford; & West, Lynda (1978).

Mainstreaming students in vocational education: A resource guide for vocational educators. Columbia, MO: Dept. of Counseling and Personnel Services. College of Education. University of Missouri-Columbia.

mainstreaming / vocational education / Missouri

Designed for vocational educators, seven sections of information concerning vocational education for students with handicaps are provided in this resource guide. Section I provides an overview of major federal legislation, the Individualized Education Program (IEP), and definitions of specific handicaps as defined by Missouri statutes. Section II describes the role and function of a vocational resource educator. Guidelines and considerations for vocational assessment and evaluation are presented in section III. Also included in this section is an annotated bibliography of various assessment instruments (aptitude, interest, and work evaluation). Section IV discusses four areas of concern for accommodating handicapped students: physical environment, curriculum, time requirements, and equipment and materials. Instructional considerations for teaching handicapped students are presented in section V. Topics include the IEP, preparing the

classroom environment for mainstreaming, teaching techniques for specific handicapping conditions, classroom organization and management, and community and parent involvement. Section VI discusses job placement, employment, and follow-up. The concluding section contains a list of resource materials (books, guides, bibliographies) and a list of directories of services and materials.

297.
Revis, Joseph S.; & Revis, Betty D. (1978).

Transportation and disability: An overview of problems and prospects. Rehabilitation Literature, 39(6-7), 170-179.

transportation / barriers

Transportation is a frequently reported need of disabled persons. The problem is one of both limited mobility and accessibility and results from the intersection of four factors: low income, transportation service deficiencies, rural isolation, and design problems of transportation vehicles and facilities. The authors identify the affected population, major policy issues and problems, problems of accessibility, current attempts at solution, and some future needs. They also discuss recent efforts at solution of the problem, such as: (a) provisions in the Urban Mass Transportation Act, (b) the antidiscrimination policy of Section 504 of the Rehabilitation Act of 1973, (c) the use of new buses that are accessible to the nonambulatory, and (d) the incorporation of barrier-free characteristics into the rail systems of major cities. They consider problems that still exist in insuring compliance with public laws mandating accessibility and usability of the man-made environment by the elderly and the disabled. The disabled need training in using existing transportation systems until such time as appropriate modifications can be made to present systems. Also discussed are the use of taxis and special public and private transportation systems as alternatives to public mass transit systems.

298.
Koshel, Jeffrey J.; & Granger, Carl V. (1978).

Rehabilitation terminology: Who is severely disabled? Rehabilitation Literature, 39(4), 102-106.

independent living / labels / vocational rehabilitation

This paper focuses on how disability is defined and how this definition affects empirical investigations and policy implications. The authors consider disability to be a behavioral manifestation representing the gap between the actual and the

expected fulfillment of social roles. They believe the use of the term "disabled" should assume interaction between the individual and the environment. In actual practice, the contributing effects of the environment are often ignored and the focus is on the specific physical and/or mental impairment(s) of the individual. The article focuses on the roles of independent living and work. To determine the "severity" of a disability requires the consideration of many elements, such as service program needs, types of resources and intensity of use, costs, and expected outcomes. They discuss the use of both the PULSES and Barthel scales to construct operational definitions of an individual's level of dependence as reflected in his/her need for assistance from others. How disability is defined determines the selection process for eligibility for many government programs. In some of these programs there are built-in disincentives concerning rehabilitation for work if one is defined as disabled. The authors note the distinction that is often made between "handicapped" and "impaired." They conclude that the VR program mandated by Congress will not be effective until a more objective definition of the severely handicapped is devised. The diagnostic labels of severity of handicap currently in use do not provide counselors with meaningful guidance.

299.
Hart, Janet L.; Moilanen, Mark S.; & Bensman, Alan S. (1983).

Transitional rehabilitation: Another step toward community living. Rehabilitation Literature, 44(5-6), 149-152.

community integration / independent living / model programs / Minnesota

This article discusses the Courage Residence, in Minneapolis, Minnesota, as an example of a transitional rehabilitation program. Transitional rehabilitation programs provide a stepping stone between initial rehabilitation and community living for disabled clients who historically have lived in long-term care facilities or continued to be cared for by family members. The Courage Residence is described, and the results of the first seven years of the program are discussed. Among the authors conclusions is the idea that transitional rehabilitation encourages further adaptation in the community by discharging self-dependent individuals, who are advocates for themselves and other people with disabilities.

300.
Olshansky, Simon (1981).

Some responses of vocational rehabilitation counselors to job placement. Rehabilitation Literature, 42(1-2), 23-25.

job placement / rehabilitation counseling

This paper classifies and discusses the responses of many vocational rehabilitation counselors and indicates the limitations of each type of response. The responses identified are: (a) trivializing job placement by focusing only on one aspect, the job interview; (b) simplifying the placement problem to avoid inherent complexities; (c) moralizing job placement in terms of believing that it is an employer's responsibility to hire the handicapped and feeling that handicapped persons should work because it is good for them; and (d) seeing job placement as a psychological problem in need of counseling, and dismissing the issues of job availability or the need for job skills. The author believes that a comprehensive view of job placement is necessary if a vocational rehabilitation counselor is to be of real help to disabled clients seeking work.

301.
Thibodeau, Gerard P. (1981).

Implications of inservice training requests from sheltered workshop paraprofessionals. Education and Training of the Mentally Retarded, 16(4), 310-313.

personnel preparation / sheltered workshops

The purpose of this study was to examine sheltered workshop staff perceptions of inservice needs. Letters were sent to 27 directors of sheltered workshops requesting their suggestions for topics relevant for inservice training of direct line staff. The topics recommended by those directors who responded were randomly ordered and presented to 50 sheltered workshop direct line staff in survey format. Priority was defined as the three topics the staff member judged as most beneficial. Of the 10 topics receiving the highest value scores in terms of priority, dealing with the place of low functioning clients in sheltered workshops was the highest priority item followed by the priority need for training in behavior modification techniques. In terms of both frequency of selection and expressed priorities for training, the areas of concern appear to be in high agreement. The authors suggest that the lack of knowledge by direct line staff with regard to the possible habilitation of low functioning clients is an area of inservice training requiring immediate attention. They also suggest several alternatives for the frequency of requests for inservice training in areas directly or indirectly related to behavioral/motivational

management. They conclude by emphasizing the need for increased attention to the criteria for employment and inservice training for direct line staff.

302.
Wehman, Paul; & Schleien, Stuart (1980).

Assessment and selection of leisure skills for severely handicapped individuals. Education and Training of the Mentally Retarded, 15(1), 50-57.

curriculum / leisure skills

This article discusses leisure skills programming for the severely handicapped. The authors identify leisure skill variables for assessment; these include (a) the proficiency with which objects or materials are engaged, (b) the length of self-initiated action, (c) materials preference by client, and (d) direction of social interactions. They also propose criteria that may be used as guidelines for skill selection. Several areas identified as critical to the skill selection process are (a) client preference for different materials, (b) functional level, (c) age-appropriateness of activity, and (d) support of the home environment.

303.
Johnson, Suzanne; & Rubin, Stanford E. (1982).

Section 504 and higher education. Rehabilitation Literature, 43(1-2), 16-19.

Section 504 of the Rehabilitation Act of 1973 / post-secondary education

This article discusses several issues pertinent to Section 504 of the Rehabilitation Act of 1973: (a) the need for and early impact of Section 504; (b) costs related to the implementation Section 504 and who pays for them; (c) the moral and economic justification for implementing Section 504; and (d) the need for college placement offices to offer specialized placement services for students with disabilities. The authors conclude that the future implementation of Section 504 in institutions of higher education will depend not only on the overall state of the economy but also on whether the American public views the primary purpose of Section 504 as directed at providing special treatment or as promoting equality of opportunity for persons with disabilities.

304.
Conte, Luca E. (1982).

Manpower policy and the disabled person: An international perspective. Rehabilitation Literature, 43(5-6), 130-135, 140.

vocational rehabilitation / sheltered workshops / Europe

It is the purpose of this article to identify potentially meaningful developments in other countries that may assist in dealing with the pervasive problem of unemployment experienced by many disabled persons in the United States. The author lists 7 fundamental differences between the American and European manpower environments. A discussion of European manpower programs follows; there are four major categories: quota systems, job creation, subsidized employment, and vocational retraining. Next is a discussion of the strengths and weaknesses of programs in particular nations, specifically in Poland, the Netherlands, Sweden, The United Kingdom, and Hungary. The author concludes by identifying seven major areas of difference from employment practices in the United States. He believes that these major differences between European and American practices represent new directions for future growth and exploration of ways to improve employment outcomes for the disabled in the United States.

305.
Cook, Judith A.; Roussel, Amy E.; & Skiba, Paul J. (1987).

Transition into employment: Correlates of vocational achievement among severely mentally ill youth. Chicago, IL: Thresholds. (Comp. Nos. 84.023G & 84.086M - OSERS File Nos. 55 & 149)

data analysis / job retention / mental illness

This paper presents data from a transition program designed to rehabilitate young adults with severe mental illness, by focusing on correlates of paid employment and of time interval preceding employment in an urban psychosocial agency.

306.
Wang, Margaret C.; & Walberg, Herbert J. (1983).

Evaluating educational programs: An integrative, causal-modeling approach. Educational Evaluation and Policy Analysis, 5(3), 347-366.

program evaluation / causal models

This article presents a case for the use of causal models derived from a substantive knowledge base of theory and research in the

evaluation of educational programs. Such evaluation can be based on a synthesis of theory, empirical research, and program evaluations that are often considered disparate and unrelated. Included among the inquiries on which evaluation can be based are substantive research in academic disciplines such as anthropology, psychology, sociology; case correlational and experimental studies; and needs assessment, implementation, process, and outcome evaluations.

307.
Hill, Janet W.; Wehman, Paul; Hill, Mark; & Goodall, Patricia (1986).

Differential reasons for job separation of previously employed persons with mental retardation. Mental Retardation, 24(6), 347-351.

job retention / follow-up studies / competitive employment

Reasons for job separations of persons with mental retardation who were competitively employed during a 6-year study period were analyzed. Of the 107 separations that occurred, 50% were caused by employee-related reasons (e.g., attitude problems and skill or behavioral deficits). The other half were caused by environmental forces outside the control of the employee and often beyond the control of the job trainer supplying supported work services. Analysis of variance yielded highly significant differences in the mean IQs for the employee-caused separation group versus the environmentally caused separation group (55 vs. 48, respectively). Implications of these findings for appropriate program efforts with individuals who are mildly and moderately retarded were discussed.

308.
Wehman, Paul; Hill, Janet W.; Wood, Wendy; & Parent, Wendy (in press).

A report on competitive employment histories of persons labeled severely mentally retarded. Journal of the Association for the Severely Handicapped.

competitive employment / follow-up studies / job retention

The purpose of this paper is to describe the competitive employment experiences of 21 persons labeled severely mentally retarded. Over an eight-year period from 1978-1986, 21 persons with measured intelligence levels under 40 were competitively employed with ongoing or intermittent job site support. A cumulative total of over $230,000 of unsubsidized wages were earned. Significant vocational problems included slow work rate and lack of appropriate social skills. The majority of the persons worked in part-time, entry-level service positions. The

major suggestions for improving the quality of vocational interventions included a) more creative and comprehensive job development, and b) more powerful systematic instructional techniques. It was concluded that, while this report extends the concerns of competitive employment literature to persons with more severe intellectual handicaps, much more innovative work needs to be performed with individuals who exhibit profound handicaps.

309.
Shafer, Michael S.; Hill, Janet; Seyfarth, John; & Wehman, Paul (in press).

Competitive employment and workers with mental retardation: An analysis of employers' perceptions and experiences. American Journal of Mental Deficiency.

attitudes / employer involvement / supported work

The placement and retention of workers with mental retardation into the competitive labor market has consistently identified the pivotal role the employers play in the process. This article reports the results of a survey of employers that was recently conducted in Virginia. In this study three groups of employers were surveyed: identified employers of workers with mental retardation who received supported competitive employment services, identified employers of workers with mental retardation who received traditional job placement services, and employers of mentally retarded and nonmentally retarded workers receiving no known services. The results of this survey suggest that employers are willing to employ workers with mental retardation and that they are generally satisfied with the performance of these workers. Additionally, data are presented which indicate employers are more satisfied with the performance of workers with mental retardation who are receiving supported competitive employment services. The implications of these results are discussed in light of the current expansion in employment-related services for workers with mental retardation.

310.
Wehman, Paul (1986).

Supported competitive employment for persons with severe disabilities. Journal of Applied Rehabilitation Counseling, 17(4), 24-29.

supported work / model programs / follow-along services

The present article examined the supported competitive employment model as it relates to rehabilitative services. A rationale and several reasons were advanced for considering greater adoption of

this model which is characterized by an individualized placement approach. This model places greater emphasis on job site training and follow-along services for difficult-to-place clients. With this approach, individuals with severe disabilities can work competitively, often for the first time. The major outcomes of economic advancement, wages, integration, costs to society, working conditions, and taxes paid were reviewed in the context of different adult service alternatives. Issues such as staffing and optimal settings from which to administer supported competitive employment programs are discussed as well.

311.
Stodden, Robert A.; Meehan, Kenneth A.; Hodell, Sarah; Bisconer, Sarah W.; & Cabebe, Sharlene (1986).

Vocational assessment research project. A report of findings for project year 1985-1986. Status study results. Part I. Honolulu, HI: Dept. of Special Education. University of Hawaii. (Comp. No. 84.158A - OSERS File No. 25)

vocational evaluation / vocational education / individualized transition plans

This report is intended for educators, administrators, researchers, and policy analysts who are concerned with secondary vocational education programming for handicapped students. This report presents a review of the literature and issues related to the use of vocational assessment information in secondary school programming for the handicapped student. It also presents results of extensive investigation of the use of vocational assessment information and adds empirical data to the literature in this area. Recommendations conclude this report.

312.
Stodden, Robert A.; Meehan, Kenneth, A.; Hodell, Sarah; Bisconer, Sarah W.; & Cabebe, Sharlene (1986).

Vocational assessment research project. A report of findings for project year 1985-1986. The impact of vocational assessment information upon the process of vocational educational planning and programming decision making. Part II. Honolulu, HI: Dept. of Special Education. University of Hawaii. (Comp. No. 84.158A - OSERS File No. 25)

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313.
McLaughlin, John A.; & Covert, Robert C. (1984).

Evaluating interagency collaborations. Chapel Hill, NC: Technical Assistance Development system (TADS).

interagency cooperation / program evaluation

This monograph discusses the role of evaluation in interagency planning in the context of (a) understanding the role and need of an interagency collaboration, (b) identifying solutions and plans to meet needs, (c) implementing the collaborative process, and (d) determining the outcomes of the collaboration.

314.
Halloran, William; Thomas, M. Angele; Snauwaert, Dale; & DeStefano, Lizanne (1987).

Imminent considerations in transition service delivery. Interchange, 7(3), 1-5.

interagency cooperation / curriculum / special education / individualized transition plans / personnel preparation / federal legislation

This article discusses steps that the special education profession and affiliated agencies should address to overcome the difficulties of providing coordinated adult programming for transition service delivery. These steps are grouped into the five areas of collaboration, curriculum, training, research and legislation, and are discussed in light of improving the transition from school to work for handicapped young adults.

315.
Burke, Philip J. (1976).

Personnel preparation: Historical perspective. Exceptional Children, 43(3), 144-147.

personnel preparation / special education

This paper gives a short history, beginning with events in the early 1950s, of personnel preparation programs for professionals serving the handicapped.

316.
Martin, Edwin W. (1976).

A helping relationship: Federal programs for special children. Exceptional Children, 43(3), 132-137.

federal programs / special education

This paper discusses recent trends in the development of federal programs for special children.

317.
Esposito, Beverly G.; & Reed, Thomas M., II (1986).

The effects of contact with handicapped persons on young children's attitudes. Exceptional Children, 53(3), 224-229.

attitudes / contact model

A survey designed to measure attitudes toward handicapped persons was administered to 92 young, nonhandicapped children. Nine of the subjects, who had previously reported more favorable attitudes as a result of participation in a structured integration program, continued to demonstrate these gains two years later. The remaining 83 subjects had never participated in a structured integration program. Analysis of the responses of the 92 children according to type of contact and the time at which contact occurred suggested that contact per se, regardless of type or timing, can produce more favorable attitudes among young children than absence of contact.

318.
Szymanski, Edna M.; & Danek, Marita M. (1985).

School-to-work transition for students with disabilities: Historical, current, and conceptual issues. Rehabilitation Counseling Bulletin, 29(2), 81-89.

rehabilitation counseling / transition / interagency cooperation / model programs

Transition from school to work for students with disabilities is a complex process both for the adolescent and the service delivery systems. Rehabilitation counseling has been involved in this process since the 1940s. Numerous changes in legislation, regulation, and program initiatives have resulted in a complex,

multifaceted service delivery system. Philosophical and theoretical approaches to this transition include vocational development, psychological aspects, and normalization. These approaches are incorporated in a conceptual model to aid those who are involved in transition planning. Recommendations for the profession of rehabilitation counseling are presented.

319.
Davis, Sherry E.; Anderson, Constance; Linkowski, Donald C.; Berger, Karen; & Feinstein, Carl F. (1985).

Developmental tasks and transitions of adolescents with chronic illnesses and disabilities. Rehabilitation Counseling Bulletin, 29(2), 69-80.

rehabilitation counseling / transition / chronic illness and disability

Adolescents who are chronically ill or disabled present a major challenge to health, education, and rehabilitation professionals. To help disabled teenagers make the transition from the school to work environment, these professionals must understand how chronic illnesses and disabilities affect the development and mastery of some important psychosocial tasks of adolescence. These psychosocial tasks include an adjustment to the physical and physiological changes of puberty, establishment of effective social and working relationships with the same- and opposite-sex peers, the achievement of independence from primary caretakers, preparation for vocation, and movement toward a sense of values and sense of definable identity. It is recommended that rehabilitation counselors use a holistic approach to counseling chronically ill and disabled adolescents, with an emphasis on a multidisciplinary approach to help close the gap through which these adolescents may easily fall in making the transition from school to work.

320.
Yuker, H. E. (1986).

The Attitudes Toward Disabled Persons scale: Susceptibility to faking. Rehabilitation Counseling Bulletin, 29(3), 200-205.

attitudes / Attitude Toward Disabled Persons (ATDP)

A review of the literature dealing with the faking of the Attitude Toward Disabled Persons scale (ATDP) indicates that there is some evidence that the scale is not fakeable and other evidence that it is fakeable. The issue of faking is important if the scale is used as a screening device. Because the data indicate that it is possible to distort ATDP scores, it is suggested that the ATDP

should not be used as a screening device unless it is used in conjunction with other attitude measures. Alternatively, it might be used as a measure of a person's knowledge of what constitute "positive" attitudes toward disabled persons in our society.

321.
Bullis, Michael; & Foss, Gilbert (1983).

Cooperative work-study programs in vocational rehabilitation: Results of a national survey. Rehabilitation Counseling Bulletin, 26(5), 349-352.

secondary education / vocational rehabilitation / work-study programs

A national survey of vocational rehabilitation agencies was conducted to determine the present status of cooperative work study programs serving mentally retarded secondary students. Results document a decrease both in formal programs and number of students served.

322.
Matkin, Ralph E.; Hafer, Marilyn; Wright, W. Russell; & Lutzker, John R. (1983).

Pretesting artifacts: A study of attitudes toward disabilities. Rehabilitation Counseling Bulletin, 26(5), 342-348.

attitudes / Attitude Toward Disabled Persons (ATDP)

The purpose of this study was to evaluate the impact of two movies (A Different Approach and Like Other People) on Attitudes Toward Disabled Persons (ATDP) scores for both pretested and non-pretested students at two times: one immediately after the viewing of the films and one 6 weeks later. Forty-four students and staff in health service professions at a midwestern university volunteered for the study; only 23 participants completed both post-tests. A mixed model analysis of variance design with repeated measures (two post-tests) was applied to ATDP scores (dependent variable). Results revealed a three-way interaction between presence or absence of pretesting, specific film viewed, and time of post-test. These results emphasize a problem in using pretest-post-test designs because pretesting interacted with the specific film viewed, producing differential effects on attitudes over time. Non-pretested participants who viewed A Different Approach revealed relatively positive and stable attitudes toward disabled persons.

323.
Hedley, Eugene; Smart, Lana; & Young, Judy (1982).

Employment research: Working with business and industry. Rehabilitation Counseling Bulletin, 26(2), 101-109.

business and industry / employer involvement / model programs

This article describes a research project conducted in corporate settings that analyzed corporate contributions to the successful hiring and career development of workers with disabilities.

324.
McDonald, Michael; & Herr, Stanley S. (1984).

Which clients should a sheltered workshop serve? Commentary. The Hastings Center Report, 14(5), 52-54.

sheltered workshops / income

This article presents a case study of a sheltered workshop, Deuce Industries, and a discussion of its aims and objectives in two controversial areas -- client turnover and level of wages paid to client-workers. Two invited commentaries by McDonald and Herr address these issues.

325.
Will, George F. (1986).

For the handicapped, rights but no welcome. The Hastings Center Report, 16(3), 5-8.

human services / attitudes / civil rights

George Will espouses the view that the handicapped deserve more than rights -- they deserve acceptance that cannot be derived from enforceable claims on the community. This nation is less in need of new rights than it is in need of the quickened capacity for social sympathy and benevolence, a capacity that comes from a lively sense of common neediness.

326.
Fish, Dale E.; & Smith, S. Mae (1983).

Disability: A variable in counselor effectiveness and attitudes toward disabled persons. Rehabilitation Counseling Bulletin, 27(2)., 120-123.

rehabilitation counseling / attitudes

This study examined the relationship of the variable of disability to counselor effectiveness and attitudes toward persons with disabilities. Twenty master's degree students in rehabilitation counseling were administered the Carkhuff Communication Index (CCI) and the Attitude Toward Disabled Persons (ATDP) scale. Results indicated that nondisabled counselor trainees were rated significantly higher on the CCI but scored significantly lower on the ATDP scale than disabled counselor trainees.

327.
Deshler, Donald C.; & Schumaker, Jean B. (1986).

Learning strategies: An instructional alternative for low achieving adolescents. Exceptional Children, 52(6), 583-590.

learning disabilities / curriculum / learning strategies

As mildly handicapped students move from elementary to secondary school, they are expected to deal with increased curricular demands. The University of Kansas Institute for Research in Learning Disabilities has designed and validated a set of task-specific learning strategies as an instructional alternative for these students. Learning strategies teach students "how to learn" so that they can cope more effectively with increased curriculum expectations.

328.
McCarthy, Henry (1982).

Partnership as a method of enhancing attitudes and behaviors toward employment of disabled individuals. Rehabilitation Counseling Bulletin, 26(2), 119-132.

interagency cooperation / attitudes / employer involvement

Challenging the viewpoints that poor placement rates are primarily attributable to employer prejudice, this article argues for approaching vocational rehabilitation as a cooperative enterprise among employers, rehabilitation practitioners, and consumers.

329.
Foss, Gilbert; & Bostwick, David (1981).

Problems of mentally retarded adults: A study of rehabilitation service consumers and providers. Rehabilitation Counseling Bulletin, 25(2), 66-73.

rehabilitation counseling / attitudes /job satisfaction

Results of a study conducted to identify major problems of mentally retarded adults include the identification and ordering of 18 problems identified by persons with mental retardation and 20 identified by rehabilitation service providers. The authors discuss similarities and differences between the two groups and the feasibility and importance of securing input from mentally retarded people.

330.
Crystal, Ralph M. (1981).

Counselors' perceptions of clients' needs. Rehabilitation Counseling Bulletin, 24(3), 212-218.

rehabilitation counseling / vocational evaluation

This investigation examined the relationship between rehabilitation counselors' perceptions of clients and the services they selected for alleviating the perceived problems. Rehabilitation counselors responded to a case abstract to determine whether similar services were provided when a particular handicapping condition was noted. Respondents included master's degree rehabilitation counseling students, state agency counselors, and facility counselors. It was concluded that several consistent relationships exist between perceptions and services.

331.
DeStefano, Lizanne (1987).

The use of standardized assessment in supported work/employment. Unpublished manuscript. University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

vocational evaluation / supported-work

The widespread implementation of supported work/employment programs across the country has led to concern in the field about the most useful and appropriate assessment strategy to be used in supported work/emp.oyment settings. Despite the unique population characteristics within the supported work/employment model, both traditional and contemporary techniques contribute valuable information for decision making. This article presents a number of traditional techniques, discusses their strengths and weaknesses for use with individuals with severe disabilities, and offers guidelines in the selection and use of standardized tests in supported work/employment settings.

332.
Chadsey-Rusch, Janis; & Gonzalez, Patricia (1987).

Social ecology of the workplace: Employers' perceptions versus direct observation. Unpublished manuscript. University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign.

social skills / work environment / employer involvement

In this study, the social interactions of nonhandicapped employees in seven different competitive employment sites were observed directly using narrative recording procedures. The data were analyzed to determine if there was a correspondence between employers' expectations for social behaviors and those social behaviors directly observed. The results are discussed in relationship to the curriculum implications they have for transitioning youth and adults with handicaps into similar employment settings.

333.
Chadsey-Rusch, Janis; & Rusch, Frank R. (in press).

The ecology of the workplace. In R. Gaylord-Ross (Ed.), Vocational education for persons with special needs. Palo Alto, CA: Mayfield Publishing Company.

work environment / social skills / job retention

The purpose of this chapter is to discuss several of the ecological dimensions that should be considered to achieve a good match between a job and a person with special needs. These dimensions are discussed in relation to two basic groups of skills that are crucial to job acquisition and maintenance: work performance skills and social-interpersonal skills (Rusch, 1979). First, a rationale is given for why the workplace should be viewed from an ecological perspective and how this can enhance the match between the worker and the job. The ecological perspective is defined and three dimensions of ecology are described. Second, each ecological dimension is discussed with respect to potential assessment factors and intervention strategies.

334.
Heal, Laird W.; & Daniels, Belinda S. (1986).

A cost-effectiveness analysis of residential alternatives for selected developmentally disabled citizens of three northern Wisconsin counties. Mental Retardation Systems, 3(2), 35-49.

deinstitutionalization / cost-effectiveness

In light of the shift from institutional to community-based residential facilities for the mentally retarded, it is the aim of the present article to demonstrate a methodology to assist in the empirical evaluation of community residential facilities. Implicit in the article is a challenge to investigators to incorporate the methodology discussed, to evaluate current service delivery, and to provide a substantive rationale for delivery of services.

335.
Schilit, Jeffrey; & Caldwell, Mary Lou (1980).

A word list of essential career/vocational words for mentally retarded students. Education and Training of the Mentally Retarded, 15(2), 113-117.

job placement / vocational training

The Delphi Technique was used with 100 professionals involved with or interested in career/vocational education to ascertain the primary 100 words with which mentally retarded students should be conversant prior to their formal entry into the world of work. The first word list distributed contained 300 words. This list was reduced to the third list of 148 words from which was determined the 100 words considered by these professionals to be crucial for the successful transition of mentally retarded children from school to work. The 100 words are presented with implications for both teacher-trainers and teachers of mentally retarded individuals.

336.
Bucci, Joseph R.; & Hansen, Cheryl L. (1980).

A classroom-based prevocational program for the severely handicapped. Education and Training of the Mentally Retarded, 15(4), 279-283.

pre-vocational skills / curriculum

The Woodhaven Center classroom prevocational program for its severely handicapped population is described. Based on proven instructional techniques and a theoretical hierarchy of learning, this program offers guidelines for teaching initial skill acquisition of vocational tasks and procedures for maintaining acceptable production rates. Four components necessary for a viable prevocational program are identified, and suggestions for classroom organization and program implementation are offered.

337.
Becker, Ralph L.; Widener, Quentin; & Soforenko, A. Z. (1979).

Career education for trainable mentally retarded youth. Education and Training of the Mentally Retarded, 14(2), 101-105.

vocational training / job placement / job retention

A mailed survey was used to assess the type of training to which TMR youth were assigned and to identify work-related problems of job failure and placement. Forty-three TMR personnel from 36 school districts in 12 states completed a three-part questionnaire reporting data for the school period 1977-78. Trainees and incumbent workers were predominantly involved in noncompetitive subcontract job tasks. A smaller percentage were involved in competitive service occupations. Opportunities are expanding to include community competitive employment.

338.
Marlowe, Mike (1979).

The games analysis intervention: A procedure to increase the peer acceptance and social adjustment of a retarded child. Education and Training of the Mentally Retarded, 14(4), 262-268.

social skills / leisure skills

The effectiveness of a therapeutic motor development program in increasing the social adjustment and peer acceptance of a 10-year-old educable mentally retarded male child was investigated using a single subject experimental design. The motor development program was based on the games analysis model. Pretest-post-test assessment of the peer status of the child indicated that he had made median rank position gains in peer acceptance among his classmates. Through experimental analysis of the single case subject it was observed that the games analysis training resulted in a controlling effect on the subject's social adjustment. The results are discussed with regard to implications for developing patterns of play based on individually based activities.

339.
Wehman, Paul; Hill, Janet W.; & Koehler, Frances (1979).

Placement of developmentally disabled individuals into competitive employment: Three case studies. Education and Training of the Mentally Retarded, 14(4), 269-276.

job placement / competitive employment / model programs / Project Employability

This project describes Project Employability, a job training and placement program initiated by funds from the Virginia Department of Rehabilitative Services and coordinated by Virginia Commonwealth University. The service model is discussed and three case studies are described which illustrate the job placement process.

340.
Cook, Iva Dean; & Engleman, Vance (1978).

Vocational education for the handicapped: Methodology for planning and implementing inservice. Education and Training of the Mentally Retarded, 13(3), 294-297.

vocational education / program development / interagency cooperation

In the summer of 1976, a training institute was held which combined local education agency personnel, state department personnel, and university educators in a statewide interagency effort with a major goal of implementing vocational education for the handicapped. This short article discusses the selection of participants, the leadership model that supported the Institute, the methodology used in developing and implementing the Institute, the group process used for arriving at workshop objectives, and follow-up activities carried out the following year. The article concludes with a list of successful outcomes.

341.
Boyan, Craig (1978).

A flexible approach to career development: Balancing vocational training and training for independent living. Education and Training of the Mentally Retarded, 12(2), 209-213.

vocational training / independent living

This paper is derived from the author's experience in establishing independent life-skills programs for adults in inner-city community residential facilities. The author states: (a) The teaching of independent living skills to persons with mental retardation is a large and complex task, presenting a challenge as great as that involved in vocational training; (b) Along with vocational training, high priority should be given to training in independent living skills in elementary and secondary programs, and in post-secondary, community-based "colleges for life skills"; and (c) Continuing in these fields may delineate the best and most effective methods for a balanced approach to career development.

342.
McCarthy, Walter (1976).

Exploration of skills associated with successful functioning of retarded individuals in a sheltered workshop. Education and Training of the Mentally Retarded, 11(1), 23-31.

sheltered workshops / vocational training / job placement / group profiles

Much of the research on the employability of mentally retarded individuals has been correlational and predictive in nature. These and other considerations place severe limitations on the generalizability of the studies. The author believes an effort needs to be made to gain an understanding of what types of training are the most helpful in placing workshop clients in a more favorable vocational posture in the community. One possible way to accomplish this is through the use of group profiles. Educators and vocational personnel are used to analyzing individual test profiles, and it is possible that data that otherwise could be presented in correlational form may be more meaningful if presented in this alternative way.

343.
Halle, James W. (1987).

Teaching language in the natural environment: An analysis of spontaneity. Journal of the Association for Persons with Severe Handicaps, 12(1), 28-37.

spontaneous language / normalization

A rationale for the importance of analyzing spontaneous language use by persons with severe disabilities is offered. Definition represents the first barrier. A continuum of cues that occasion language responses is recommended to resolve definitional ambiguities. The same continuum can be invoked for training purposes. Three recent studies representing state-of-the-art procedures for teaching spontaneous language use are reviewed. Finally, future directions for conceptualizing, analyzing, and teaching spontaneous language use are discussed.

344.
Condon, Mary Ellen; York, Robert; Heal, Laird W.; & Fortschneider, Joan. (1986).

Acceptance of severely handicapped students by nonhandicapped peers. Journal of the Association for the Severely Handicapped, 11(3), 216-219.

peer involvement / Acceptance Scale

The Acceptance Scale was administered to 507 nonhandicapped students in grades 2 through 6 in two similar public schools in a midwestern university town. One of the schools included five classrooms of students with severe mental handicaps. The results showed that girls were more accepting of handicaps than boys and that respondents in the same school as the students with handicaps were more accepting than those in a different school. Older respondents were more tolerant of children with disabilities than younger respondents, especially in the integrated school. However, increased acceptance appeared to dissipate when contact between the two types of students stopped.

345.
Tofte-Tipps, Sharry; Mendonca, Pamela; and Peach, Richard (1982).

Training and generalization of social skills: A study with two developmentally handicapped, socially isolated children. Behavior Modification, 6(1), 45-71.

social skills / generalization

Treatment and generalization effects of a social skills training package for children were evaluated. Subjects were two children referred for outpatient treatment of psychological and interpersonal problems. A multiple-baseline across skill components revealed substantial post-training improvement in all behaviors targeted. Additionally, treatment effects generalized to novel role-play scenes and to unstructured conversations with familiar and unfamiliar adults. Training effects did not appear to transfer to conversations with unfamiliar children, however. Some generalization across target behaviors was also observed. This study indicates the usefulness of social skills training with an outpatient population of children and provides new evidence concerning the range of setting and individuals to which skill improvements may naturally generalize.

346.
Cuvo, Anthony J.; Veitch, Vicky D.; Trace, Michael W.; & Konke, Janis L. (1978).

Teaching change computation to the mentally retarded. Behavior Modification, 2(4), 531-548.

generalization / change computation

Instructional procedures for teaching change computation skills were developed and evaluated on three mentally retarded adolescents. A multiple baseline across subjects combined with

the essential features of a multiple baseline across responses was employed. Four response classes, each defined by a different manner of computing change, were taught. Instructional techniques involved: (a) training problems in which the proper responses were modeled, (b) practice problems in which correct responses were reinforced and incorrect responses resulted in corrective feedback, and (c) review problems in which previously trained response classes were rehearsed prior to instruction on a new class. Retraining was provided when subjects' performance fell below the designated criterion. Shaping, chaining, and modeling were the principal antecedent conditions; information feedback and tangible reinforcers were used as consequences. The results showed virtually 100% performance on a post-test and follow-up test. Idiosyncratic patterns of generalization across response classes were noted.

347.
Matson, Johnny L.; & Earnhart, Teresa (1981).

Programming treatment effects to the natural environment: A procedure for training institutionalized retarded adults. Behavior Modification, 5(1), 27-37.

social skills / behavioral training strategies

Four adult females in the moderate-to-severe range of retardation were compared on two social-learning-oriented behavioral training packages. Treatment involved self-monitoring, information feedback, modeling, role-playing, and social reinforcement provided in daily training sessions on the ward or in a therapy room, with the degree and time information feedback was given varying across treatment conditions. An analysis of results showed that onward training was necessary for correct performance of target behaviors (e.g., talking too loudly, pestering staff) in the natural environment. Once target behaviors had been decelerated for several days, gains were found to maintain by prompting subjects on the ward, without the necessity of training sessions in the "therapy room."

348.
Shapiro, Edward S.; & Klein, Roger D. (1980).

Self-management of classroom behavior with retarded/disturbed children. Behavior Modification, 4(1), 83-97.

self-control training / special education

A current trend in classroom behavior analysis is the exploration of self-management procedures. Few studies have used mentally retarded children. This investigation successfully demonstrates

the self-management on-task behavior of four mentally retarded/ emotionally disturbed children. A series of verbal and gestural cues were used to teach self-assessment and self-reinforcement. The prompts were gradually faded until complete self-management was attained. In addition, the effect upon task performance, accuracy, and disruptive behavior was examined when on-task behavior was reinforced. Results of the study found performance and accuracy to increase for most subjects while disruptive behavior declined. Implications for future research are discussed.

349.
Bender, Michael (1978).

Teaching through imitation: Industrial education for the moderately and severely retarded. Education and Training of the Mentally Retarded, 13(1), 16-21.

industrial education / visual-imitative instruction

This study analyzed the changes of behavior of moderately and severely mentally retarded children as an effect of using a visual-imitative instructional method incorporated to teach Industrial Education Psychomotor Tasks. It was hypothesized that visual instruction followed by imitation was appropriate for teaching psychomotor skills and would evoke positive changes of behavior in moderately and severely retarded children. Results indicated that severely retarded children can learn psychomotor tasks through imitation. Implications for future research are discussed.

350.
Flexer, Robert W.; Newbery, James F.; & Martin, Andrew S. (1979).

Use of goal setting procedures in increasing task assembly rate of severely retarded workers. Education and Training of the Mentally Retarded, 14(3), 177-184.

productivity / vocational training / performance goals

The effects on production rates of three variations of a goal-setting procedure were compared. Subjects participating in the study were 14 severely retarded young adults. All of the treatment-condition workers were superior to three of the four control-condition workers in terms of production change over baseline rates. The contingent praise group performed at the highest rates.

351.
Langone, John; & Westling, David L. (1979).

Generalization of prevocational and vocational skills: Some practical tactics. Educational and Training of the Mentally Retarded, 14(3), 216-221.

pre-vocational skills / generalization / vocational training

The purpose of this article is to present practitioners with various generalization techniques that were found by the senior author to be relatively effective in his experiences with moderately and severely retarded students as well as to suggest other tactics which may increase the productivity of generalization.

352.
Lindsey, Jimmy D.; & Beck, Frances W. (1979).

An integrative model for designing instructional programming for trainable mentally retarded children. Education and Training of the Mentally Retarded, 14(3), 211-216.

curriculum / special education / integrative model

One of the more difficult tasks facing special educators is designing instructional environments to develop TMR children's concept learning. The integrative model presented provides a theoretical foundation for developing concept learning environments for TMR children because it does not rely on one theory and it attempts to develop a unique pedagogical model based upon sound principles.

353.
Sandler, Allen; & Robinson, Rick (1981).

Public attitudes and community acceptance of mentally retarded persons: A review. Education and Training of the Mentally Retarded, 16(2), 97-103.

attitudes / community integration

Strategies to facilitate the development of improved public attitudes toward mentally retarded persons appear necessary, as increasing numbers of mentally retarded persons leave state institutions and enter residences in the community. Research on the effects of contact and information upon attitudes toward this group is reviewed, and implications for efforts to improve public attitude toward community integration of mentally retarded people are presented.

354.
Bostwick, David H.; & Foss, Gilbert (1981).

Obtaining consumer input: Two strategies for identifying and ranking the problems of mentally retarded young adults. Education and Training of the Mentally Retarded, 16(3), 207-212.

barriers / advocacy / consumer involvement

The feasibility of using two structured interview techniques to obtain information from mentally retarded adults was explored. The nominal group technique was used to identify major problems faced by 58 mildly or moderately retarded adults in three domains: employment, community living, and social relationships. Problem statements generated by nominal group participants were used to construct a forced-choice inventory which was then used to secure problem priority data from an additional 101 mentally retarded adults. Results suggest that both the nominal group technique and forced-choice inventory are viable methods for obtaining valid input from habilitation service consumers.

355.
Schleien, Stuart J.; Kiernan, John; & Wehman, Paul (1981).

Evaluation of an age-appropriate leisure skills program for moderately retarded adults. Education and Training of the Mentally Retarded, 16(1), 13-19.

leisure skills / program development / social skills

This study describes the development and implementation of a leisure skills program for mentally retarded adults in a group home setting. Six individuals (three males and three females) participated in the program. Phase I of the program consisted of an initial baseline. Observations were made to determine the extent of the residents' leisure repertoires. Phase II involved a weekly leisure counseling session, reinforcement training, as well as an introduction to new recreational materials. Phase III entailed a return to baseline in which counseling and reinforcement training were temporarily discontinued. Instruction was reinstated in Phase IV. The results indicated a significant increase in high quality leisure behavior among the group home participants when counseling, reinforcement, and exposure to new materials were introduced. A concomitant decrease in inappropriate social behavior was noted as well. It was concluded that acquisition of age-appropriate leisure skills facilitated a decrease in inappropriate social and stereotypic behaviors.

356.
Stainback, William; Stainback, Susan; Raschke, Donna; & Anderson, Ronald J. (1981).

Three methods for encouraging interactions between severely retarded and nonhandicapped students. Education and Training of the Mentally Retarded, 16(3), 188-192.

social skills / mainstreaming / peer involvement

Three methods which classroom teachers could use to guide and encourage interactions between severely retarded and nonhandicapped students in an integrated classroom situation are described: (a) the systematic design and arrangement of classroom organization, structure, and materials, (b) the implementation of programs to train severely retarded students in socialization skills, and (c) the incorporation of instructional programs designed to train and motivate nonhandicapped students to interact with severely retarded students. Research relevant to all three approaches is cited.

357.
Snauwaert, Dale T. (1987).

Transition: An historical consequence of federal special education legislation. Unpublished manuscript. University of Illinois, Secondary Transition Intervention Effectiveness Institute, Champaign, IL.

transition / federal legislation / special education

The overarching purpose of education as an institution is integration, the assimilation of the next generation into the mainstream of the society. It is argued in this paper that (a) the history of federal special education legislation represents an attempt to integrate handicapped children into normal community life by providing access to equal educational opportunities historically denied to them, (b) that recently enacted transition policy is a historical outgrowth of the overarching purpose of integration, and (c) that by extending itself beyond the purely educational by mandating transition interventions, special education policy must be sensitive to, and be coordinated with, the provisions of other policy units devoted to transition (e.g., rehabilitation).

358.
Katz, Shlomo; Goldberg, Joel; & Shurka, Esther (1977).

The use of operant techniques in teaching severely retarded clients work habits. Education and Training of the Mentally Retarded, 12(1), 14-20.

behavioral training strategies / task analysis / productivity

Four severely retarded clients who had never adapted to the work requirements of a sheltered workshop underwent a special training program based on operant conditioning techniques. Because of the low intellectual level of the subjects, and the general complexity of the work tasks available in the workshop, it was decided to first teach them the general principle of a job, using a simpler work task. The model task was broken down into four stages and taught in isolation from the other clients in the workshop. Each stage was taught in gradual steps with concrete reinforcements for successful responses. Once the model task was mastered, a work task from the workshop was introduced. After the subjects mastered this task, they were returned to the workshop where they continued to receive reinforcements. Three of the four subjects successfully completed the training and are currently achieving an acceptable productivity level in the workshop.

359.
Day, Robert M.; & Day, H. Michael (1977).

Leisure skills instruction for the moderately and severely retarded: A demonstration program. Education and Training of the Mentally Retarded, 12(2), 128-131.

leisure skills / social skills

In order to demonstrate that recreational skills can also be systematically taught, a two-month summer program was developed for 30 severely and moderately retarded children and adolescents. The primary goal of the program was to provide the students with independent recreational skills which they could use without benefit of adult supervision. In order to accomplish this goal, it was determined that the program should employ the same technology used in other successful learning environments for this population. This technology included individualized and sequential instruction with measurable outcomes. Further, in order to facilitate generalization, it was decided that the target skills to be taught should be similar to activities of nonhandicapped peers.

360.
Kohn, Mervin (1977).

Worker alienation and the mentally retarded. Education and Training of the Mentally Retarded, 12(2), 149-151.

job satisfaction / job matching

The problem of worker alienation and the problem of the mentally retarded have much in common. A partial solution for one may also

be a partial solution for the other. The author proposes that although it is not a cure-all, hiring the mentally retarded is one potential remedy to ease the problem of worker alienation.

361.
Hamre-Nietupski, Susan; & Williams, Wes (1977).

Implementation of selected sex education and social skills to severely handicapped students. Education and Training of the Mentally Retarded, 12(4), 364-372.

social skills / independent living / Wisconsin

The objective of independent or semi-independent functioning in a community setting led the authors to develop a sex education and social skills curriculum which integrated instruction on basic self-care, language, vocational, and home-living skills. Description of the implementation is provided with analysis of results and directions for future study.

362.
Fleres, Carol N. (1975).

An experiment in the pre-occupational education of mentally retarded students on the junior high school level. Education and Training of the Mentally Retarded, 10(1), 26-29.

career guidance / pre-vocational skills

It has been common practice for many districts to provide career exploration opportunities for mentally retarded adolescents within the school. The purpose of this exploration is to familiarize youngsters with behavioral expectations of daily employment. Although this type of program serves a useful purpose, it nevertheless falls short of providing the necessary awareness of occupational alternatives available to the mentally handicapped. It was, therefore, the belief of the author that simulating realistic occupational experiences would permit these youngsters to develop skills necessary to make a better match between their own capabilities and an occupational choice.

363.
Weisenstein, Greg R. (1975).

Using a pictorial job training manual in an occupational training program for high school EMR students. Educational and Training of the Mentally Retarded, 10(1), 30-35.

vocational education / barriers / Washington / vocational adjustment

The authors have developed an occupational training program designed to act as an adjunct to the regular high school work-experience program operating in Port Angeles, Washington. The purpose of the project was to demonstrate the feasibility and effectiveness of short-term community-based training and a locally developed pictorial job training manual.

364.
Brolin, Donn; Durand, Richard; Kromer, Keith; & Muller, Paul (1975).

Post-school adjustment of educable retarded students. Education and Training of the Mentally Retarded, 10(3), 144-148.

vocational adjustment / follow-up studies / vocational education

A follow-up study of former educable retarded students revealed considerable vocational adjustment problems. One major finding was the relatively better adjustment made by those students who had received more of a work-study orientation. A recommendation is made for implementing career education programs at the secondary level.

365.
Bellamy, G. Thomas; Peterson, Lesli; & Close, Daniel (1975).

Habilitation of the severely and profoundly retarded: Illustrations of competence. Education and Training of the Mentally Retarded, 10(3), 174-186.

vocational training / normalization / community integration

Severely and profoundly retarded adults appear able to benefit from significantly more vocational opportunities than are typically provided. Examples of work tasks currently performed by this group are presented in order to emphasize their vocational abilities, and successful training and supervision procedures are illustrated.

366.
Holvoet, Jennifer F.; Keilitz, Ingo; & Tucker, Dennis J. (1975).

Mand interactions in retarded and nonretarded adolescents: An observational study in vocational settings. Educational and Training of the Mentally Retarded, 10(4), 237-244.

mand interactions / vocational adjustment

A three-unit contingency record of (a) the types of mands presented, (b) the classes of response evoked by those mands, and (c) the consequent conditions for those responses, was used in an observational study of "mand interactions" between retarded and nonretarded employees and supervisors in several settings. The results provided evidence that (a) the great majority of mands provided in vocational settings in the institution and the community are in an explicit form requiring an observable response, (b) incorrect responding to mands per se is virtually nonexistent in vocational settings, and (c) consequences provided for responses to mands are predominantly unobservable, i.e., neither positive nor negative.

367.
Yagel, Myron M. (1975).

Measures of self-concept which are predictors of job success for Appalachian adolescents with school learning problems. Education and Training of the Mentally Retarded, 10(4), 252-258.

job placement / self-concept / vocational adjustment

This study identified measurable dimensions of self-concept which, combined with teacher estimates of potential job ability, were predictive of job performance for Appalachian adolescents with school learning problems who were enrolled in a career education program and on part-time jobs (n=31). Of 13 self-concept measures and teacher ratings the best four predictors were: (a) complexity-conception of self as complex, possibly resulting from experience with a number of different people and situations, (b) friend's concept of student as a worker as reported by student, (c) social interest-general enjoyment of social interaction, and (d) teacher's concept of student's ability as a worker as reported by teacher.

368.
Olshansky, Simon (1976).

The Greenleigh Associates' study of sheltered workshops: A response. Rehabilitation Literature, 37(10), 309-310.

sheltered workshops / rehabilitation counseling

In this short paper, the author discusses what he believes are the strengths and weaknesses of the Greenleigh Associates' sheltered workshop study (see Entry No. 161).

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84.078C
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84.086M
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84.128A
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84.158A
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85.158B

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84.158C
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